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## *Installation Supplement*

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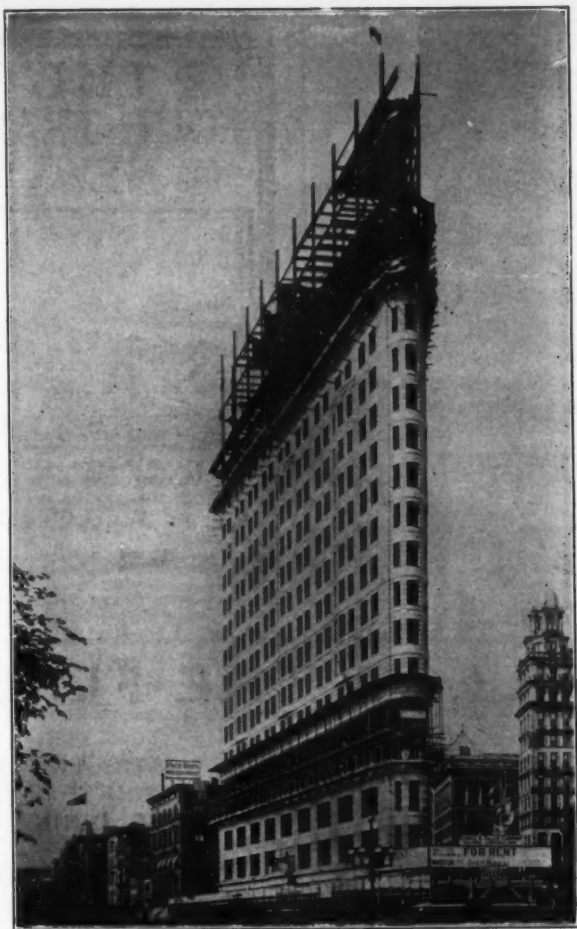
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# COLUMBIA

## UNIVERSITY QUARTERLY

VOL. IV—JUNE, 1902—No. 3

INSTALLATION SUPPLEMENT

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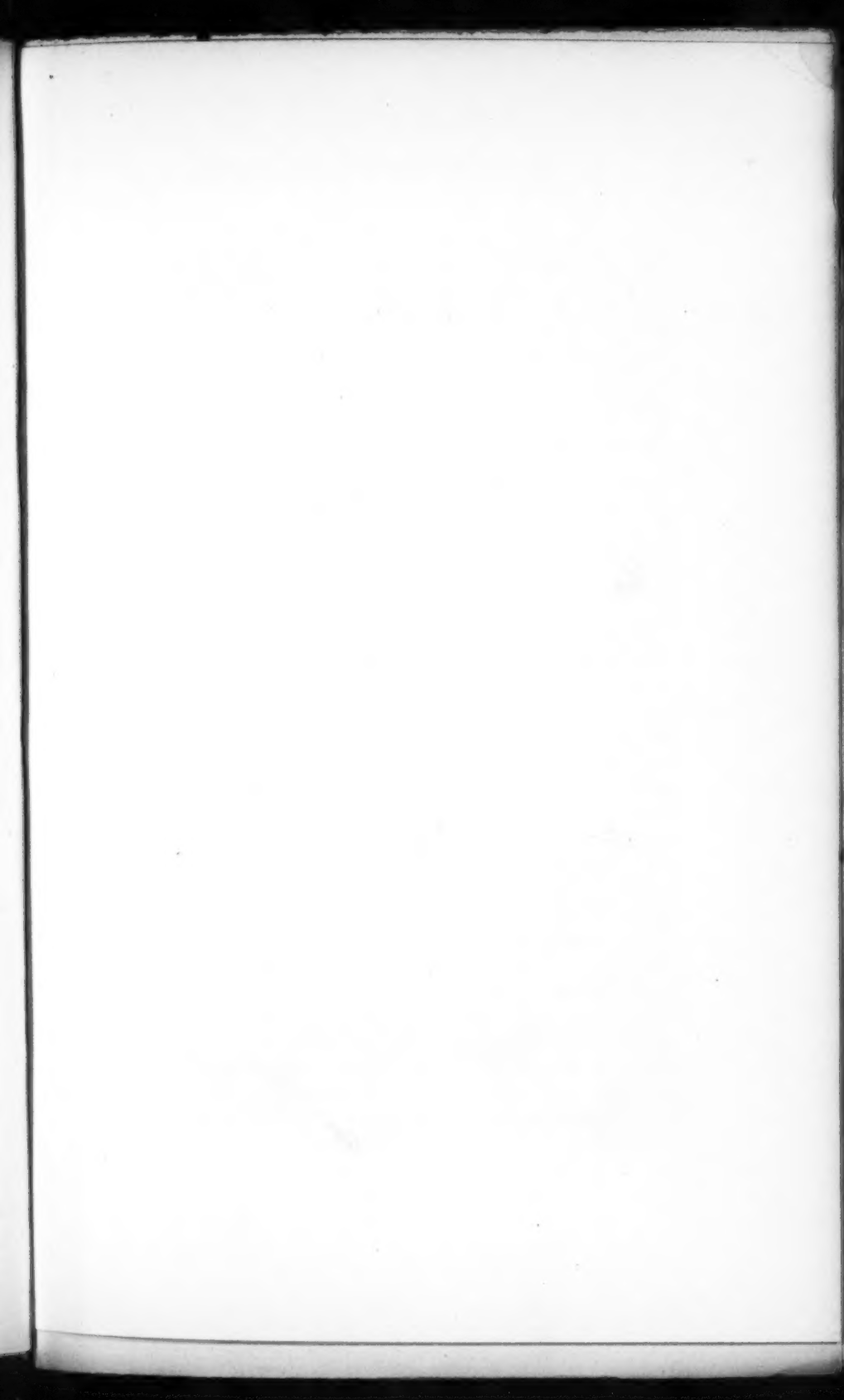
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*Nicholas Murray Butler*





# COLUMBIA

## UNIVERSITY QUARTERLY

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### INSTALLATION SUPPLEMENT

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#### THE ELECTION AND INSTALLATION OF NICHOLAS MURRAY BUTLER, LL.D., AS PRESIDENT OF COLUMBIA UNIVERSITY

AT a meeting of the Trustees of Columbia College in the City of New York, held on the sixth day of January, in the year of our Lord one thousand nine hundred and two, at which a quorum of thirteen Trustees was present, as required by the charter, Nicholas Murray Butler, LL.D., was unanimously elected President of Columbia University and a Trustee of the Corporation.

A committee appointed for the purpose forthwith notified Dr. Butler of his election and escorted him to the Trustees' Room, where he was received by the Chairman and formally accepted the election.

At the same meeting a resolution was adopted providing for the appointment of a committee to make suitable arrangements for the installation of the President, which committee, as finally organized, consisted of Mr. Pine, chairman; Mr. Bangs and Mr. Sands of the Trustees, Dean Van Amringe as Chairman of the Alumni Council, Professor Perry and Professor Huntington representing the University Council, Mr. Silas B. Brownell representing

Barnard College, and Mr. V. Everit Macy, representing Teachers College.

At the succeeding meeting of the Trustees the committee reported a proposed order of arrangements, acceptable to the President, and recommended that the installation take place in the gymnasium on the afternoon of Saturday, April 19, which report and recommendation were adopted. It was also voted that all the usual exercises be suspended on April 18 and 19.

Under the direction of the committee an invitation, handsomely engraved and bearing the corporate seal in color, was prepared and addressed to the President of the United States, to the Governor of the State of New York, and to other prominent officials of the United States, the State and City; to presidents and professors of other universities and colleges and to representative educators throughout the United States, to the clergy of the City, to representatives of the several alumni organizations, and to representative citizens. Simultaneously a circular announcing the date of installation, and containing an outline of the proposed arrangements was issued by the Alumni Council at the request of the committee to alumni living in or near New York City to the number of over four thousand, and to many alumni throughout the United States, enclosing a form of application for tickets of admission.

In order to fit the gymnasium for the formal ceremonies the committee secured the services of Grosvenor Atterbury, '93, and John A. Tompkins 2d, '94, architects, to prepare a plan of decorations. In accordance with their designs a stage was constructed, having seating capacity for five hundred and sixty persons. The stage was surmounted by a pediment, and separated from the auditorium by a balustrade, both of classic design, and upon the pediment were placed the seals of Columbia College, Barnard College and Teachers College, and the motto "In Lumine Tuo

Videbimus Lumen." On either side of the proscenium were panels surmounted by a crown and the dates 1754 and 1902, and bearing the names of the twelve presidents of King's College, Columbia College and Columbia University with their dates of office. Upon the columns and pilasters in front of the stage were hung escutcheons, bearing the shields of the University, the City, the State and the United States.

Draperies of blue, with a frieze of white festoons formed the background of the stage, and blue and white draperies covered the front of the gallery and the wainscot surrounding the auditorium, producing, in contrast with the soft buff tone of the walls and columns, a beautiful and harmonious effect. In the center of the stage was placed the President's chair, and on either side chairs for the President of the United States and the Chairman of the Trustees. The seating capacity of the main floor was 1992 and of the gallery 222. A place was reserved for the orchestra in the gallery.

The events connected with the installation began with a dinner given to President Butler by his classmates of the class of '82, on the evening of April 17. This was followed by a ball given by the students in the Gymnasium on the same evening. The following day was devoted to field sports and a regatta under the direction of a committee of the students and to a reception in Earl Hall under the management of the Barnard students. In the evening an entertainment was given in the gymnasium by the Musical and Dramatic Societies.

On Saturday, April 19, according to previous announcement, the grounds were closed to all except holders of cards admitting them to the installation ceremonies; to students presenting their matriculation cards, and to members of Squadron "A" in uniform.

From 10 a. m. until 2 p. m. the buildings of the University, including Barnard College and Teachers College,



were open to visitors and in each Department at least one officer was present to receive visitors. A plan and directory of the buildings was printed and distributed, with the order of the day.

At 10:30 a. m. a reception was given in the Avery Library by the University Council to the presidents and representatives of other colleges and universities, followed by an inspection of the buildings. An incident of the reception was the presentation of a portrait of Professor William R. Ware, by a number of his former pupils in the Massachusetts Institute of Technology. The presentation speech was made by President Eliot, and the portrait was accepted by President Butler on behalf of the University. The Committee in charge of the reception consisted of Professors Munroe Smith, W. H. Carpenter and Edmund B. Wilson. The members of the University Council acted as a Reception Committee.

From 12:30 to 1:30 p. m. a luncheon in the officers' dining room was given by the University Council to visitors from other colleges and universities. At the same time a luncheon was given in Barnard College by the Trustees of Barnard College to invited guests. Alumni Memorial Hall was open to the alumni, to the members of Squadron "A" and others, and about one thousand persons were served.

At 1 p. m. President Roosevelt arrived, accompanied by his Secretary and the Postmaster General. The President and his party were accompanied by Mr. Hewitt and Mr. Rives and were escorted by Squadron "A." Governor Odell and his Secretary arrived almost simultaneously, escorted by Mr. Sands and Mr. Seligman (Alumni Marshal). Mayor Low arrived shortly before the President, escorted by Mr. F. A. Schermerhorn. The official guests on leaving their carriages were conducted to the Trustees' Room, where they were received by the Chairman and members of the Board. The other guests were President

Eliot, President Hadley, President Harper, Commissioner Harris, President Pritchett, President Alderman, Dean Van Amringe, the Faculty Speaker, Mr. Robert Fulton Cutting, the Alumni Speaker, the Chaplain and the Treasurer of the University. Upon the arrival of the President an informal luncheon was served.

**MARSHALS**

The following marshals had charge of the reception of guests at the entrances to the University grounds, of the procession, and of the seating of guests in the gymnasium :

*Marshal-in-Chief*

James C. Egbert, Jr., Ph.D.

*Chief Faculty Marshal*

Edmund H. Miller, Ph.D.

*Faculty Marshals*

Henry E. Crampton, Ph.D.	Arthur F. J. Remy, Ph.D.
William T. Brewster, A.M.	George J. Bayles, Ph.D.
George C. D. Odell, Ph.D.	George N. Olcott, Ph.D.
Joseph C. Pfister, A.M.	Curtis H. Page, Ph.D.
Rudolf Tombo, Jr., Ph.D.	Frank Leo Tufts, Ph.D.
Henry J. Burchell, A.M.	Harlan F. Stone, A.M.
Henry B. Mitchell, A.M.	Adam L. Jones, Ph.D.
William R. Shepherd, Ph.D.	Harry A. Cushing, Ph.D.
Emil A. C. Keppler, A.M.	

*Chief Alumni Marshal*

William Thornton Lawson, '82.

*Alumni Marshals*

P. DePeyster Ricketts, '71.	Edward P. Casey, '86.
Eben E. Olcott, '74.	Guy van Amringe, '88.
T. Matlack Cheesman, '74.	D. LeRoy Dresser, '89.
Isaac N. Seligman, '76.	Frederick J. H. Merrill, '90.
J. Murray Mitchell, '77.	William Harison, '91.

W. Fellowes Morgan, '80.	Andrew V. Stout, '93.
Howard van Sinderen, '81.	George B. Germann, '95.
John W. Dowling, '84.	Frederick S. Luqueer, '96.
William K. Otis, '85.	John H. Prentice, '97.
Francis E. Laimbeer, 85.	Gustavus T. Kirby, '98.

*Chief Student Marshal*

Frederick B. Irvine.

*Student Marshals*

William R. Morley.	Edward M. Colie, Jr.
Stephen P. Nash.	John S. Harrison.
Henry S. Giddings.	Elizabeth Allen.
Montgomery Schuyler, Jr.	Mary D. Hall.
Bruce M. Falconer.	Ira D. Shaw.
Marcellus H. Dodge.	Florence Davidson.
William Erb.	Charles R. Wyckoff, Jr.
C. M. Bradley.	Charles R. Schuyler.
Henry R. Beekman.	A. Hull.
Morris M. Becher.	H. C. Townsend, Jr.
Ogden M. Bishop.	Eliot Lee.
Frederick B. Clark.	C. B. Wyatt.
Newell K. Cone.	Barent Lefferts.
Charles A. Dana.	R. B. Potts.
James H. Heroy.	Paul H. Harwood.
Lewis Iselin.	J. G. Bates.
Roland P. Jackson.	James P. Carter.
Leclanche Moën.	F. T. Bogue.
Frank F. Nalder.	W. B. Shoemaker.
Herbert R. Odell.	R. B. Bartholomew.
Lyman Rhoades, Jr.	A. H. Suzzalo.
A. P. Ball.	W. M. Gilbert.
R. Tavenner.	John A. Matthews.
G. P. Quackenbos.	E. C. Harwood.
M. E. Cosenza.	E. C. Chickering.
N. W. Willard.	R. M. Meeker.
V. F. M. Bonsall.	F. A. Fall.
R. C. MacMahon.	W. Whyte.
H. Hoadley.	W. B. Phillips.

ORDER OF PROCESSION

The procession was formed by the Marshal-in-Chief, Professor James C. Egbert, Jr., and his assistants, in the corridors of the Library at 2 p. m.

The several divisions of the procession were constituted as follows :

FIRST DIVISION

*Representatives of the Students*

- (a) Students of Columbia College.
- (b) Students of Barnard College.
- (c) Students of Teachers College.
- (d) Students of Medicine.
- (e) Students of Law.
- (f) Students of Applied Science.
- (g) Students of Graduate Schools.

SECOND DIVISION

*Assistants, Clinical Assistants and Lecturers*

THIRD DIVISION

*Instructors, Tutors and Demonstrators*

FOURTH DIVISION

The Secretary of the University.  
The Registrar of the University.

*Clinical Professors and Lecturers*  
*Members of the Faculties*

FIFTH DIVISION

*Guests: Officers of the United States, State and City;  
Clergy and Alumni*

Julien T. Davies,

Vice-President of the Association of  
the Alumni of Columbia College.

Peter T. Austen,

President of the Association of the  
Alumni of the Schools of Applied  
Science.

Charles Warren Hunt,

Secretary of the American Society of  
Civil Engineers.

George A. Spalding, M.D.,

President of the Association of the  
Alumni of the College of Physicians  
and Surgeons.

Robert C. Cornell,

Vice-President of the Columbia Uni-  
versity Club.

John Cropper,

President of the Columbia Alumni  
Association, Washington, D. C.

Howard S. Bliss,  
President-elect of the Syrian Protestant College, Beirut, Syria.

James Ford Rhodes,  
Boston, Massachusetts.

Charles R. Skinner,  
Superintendent of Public Instruction of the State of New York.

William H. Watson,  
Regent of the University of the State of New York.

James M. Woolworth,  
Chancellor of the Diocese of Nebraska.

Franklin H. Head,  
Chicago, Illinois.

Capt. French E. Chadwick, U.S.N.  
Naval War College.

John S. Billings, M.D.  
Librarian, New York Public Library.

Edward Brooks,  
Superintendent of Public Schools, Philadelphia, Pennsylvania.

Charles C. Burlingham,  
President of the Board of Education, New York.

Amasa J. Parker,  
Albany, New York.

Edmund Clarence Stedman,  
New York, New York.

James Russell Parsons, Jr.,  
Secretary of the University of the State of New York.

T. Guilford Smith,  
Regent of the University of the State of New York.

William B. Powell,  
Formerly Superintendent of Schools, Washington, D. C.

Merrill E. Gates,  
Secretary of the Board of Indian Commissioners.

Major Harrison K. Bird,  
Military Secretary to the Governor of the State of New York.

Melvil Dewey,  
New York State Librarian.

William H. Maxwell,  
City Superintendent of Schools, New York.

Bernard R. Green,  
Superintendent of the Library of Congress.

Joshua L. Chamberlain,  
Maine.

Francis L. Stetson,  
Trustee of Williams College.

Charles M. Pratt,  
Trustee of Amherst College.

Reverend Joseph H. Twichell,  
Fellow of Yale University.

Jacob A. Cantor,  
President of the Borough of Manhattan, City of New York.

Charles V. Fornes,  
President of the Board of Aldermen, City of New York.

Eugene Levering,  
Trustee of the Johns Hopkins University.

Francis C. Lowell,  
Fellow of Harvard University.

Reverend Charles Ray Palmer,  
Fellow of Yale University.

J. Edward Swanstrom,  
President of the Borough of Brooklyn, City of New York.

Timothy L. Woodruff,  
Lieutenant Governor of the State of New York.

John W. Goff,  
Recorder of the City of New York.

Charles F. McLean,  
Justice of the Supreme Court of the  
State of New York.

William W. Goodrich,  
Justice of the Supreme Court of the  
State of New York.

John Clinton Gray,  
Judge of the Court of Appeals of the  
State of New York.

Edward M. Gallaudet,  
President of the Gallaudet College for  
the Deaf, Washington, D. C.

Reverend George F. Nelson,  
Superintendent of the New York Pro-  
testant Episcopal City Mission So-  
ciety.

Reverend E. Winchester Donald,  
Rector of Trinity Church, Boston,  
Massachusetts.

Reverend William R. Huntington,  
Rector of Grace Church, New York.

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Chief of the United States Weather  
Bureau.

John R. Procter,  
President of the United States Civil Service Commission.

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Officer in Charge of Public Buildings,  
Washington, D. C.

Wayne MacVeagh,  
Former Attorney General of the  
United States.

Karl Buenz,  
Consul General of the German Em-  
pire, New York, New York.

Ou Sho-tchun,  
Secretary of the Chinese Legation.

Maj. Gen. John R. Brooke, U.S.A.  
Commander of the Department of the  
East.

Willard Bartlett,  
Justice of the Supreme Court of the  
State of New York.

Edward Patterson,  
Justice of the Supreme Court of the  
State of New York.

William J. Magie,  
Chancellor of New Jersey.

Reverend Michael Lavelle,  
Rector of St. Patrick's Cathedral,  
New York, New York.

Reverend George Alexander,  
Pastor of University Place Presby-  
terian Church.

Right Rev. Henry W. Warren,  
Bishop of the Methodist Episcopal  
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Director of the United States Geo-  
logical Survey.

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Richard Olney,  
Former Secretary of State of the  
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Sir Percy Sanderson,  
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Plenipotentiary of Switzerland.

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Commandant of the United States  
Navy Yard, New York.

Henry C. Payne,  
Postmaster General of the United  
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Von Holleben,  
Ambassador Extraordinary and Pleni-  
potentiary of the German Empire.

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Professor Emeritus, University of  
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## *Election and Installation*

11

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Dean H. S. White,  
Cornell University.

Dean W. M. Polk,  
Medical School, Cornell University.

Dean E. A. Fuertes,  
Cornell University.

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Lehigh University.

President George E. Fellows,  
University of Maine.

President H. S. Pritchett,  
Massachusetts Institute of Tech-  
nology.

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College of the City of New York.

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Vassar College.

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Vassar College.

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Vassar College.

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Vassar College.

Professor Lucy M. Salmon,  
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American Museum of Natural His-  
tory.

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University of Michigan.

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Smithsonian Institution.

Professor F. W. Putnam,  
American Museum of Natural His-  
tory.

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Pennsylvania State College.

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Elmira College.

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Princeton University.

Professor Theodore W. Hunt,  
Princeton University.

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##### *Emeritus Officers*

##### *The University Council*

*The Trustees of Teachers College*

*The Trustees of Barnard College*

*The Chaplain of the University*

*The Treasurer of the Corporation*

#### EIGHTH DIVISION

##### *The Trustees of the University*

Mr. Hewitt.

Mr. Sands and Dr. Trudeau.

Mr. DeWitt and Mr. Bangs.

The Rev. Dr. Coe and Mr. Parsons.  
Dr. Wheelock and Mr. Cammann.  
Mr. Brown and Mr. Pine.  
Mr. Rives and Mr. Smith.  
Mr. Mitchell and Mr. W. B. Cutting.  
Mr. F. A. Schermerhorn and Mr. Beekman.  
The Rev. Dr. Dix and Mr. Silliman.  
The Bishop of New York and the Rev. Dr. Vincent.  
Ex-President Low and President Butler.

The Faculty Speaker, Dean Van Amringe.  
The Alumni Speaker, Mr. R. Fulton Cutting.  
The Chairman of the Trustees, and  
The President of the United States.

Proceeding from the Library the procession marched across the campus, extending in an unbroken line from the portico to the north door of the gymnasium, and numbering about nine hundred persons.

The ceremonies then proceeded in accordance with the following

PROGRAMME

Prayers by the Rev. Marvin Richardson Vincent, D.D.  
Address on behalf of the Trustees by William Colford Schermerhorn, A.M., Chairman of the Board.  
Presentation of the Charter and Keys of the University, and Installation of the President.  
Response by the President.  
Address on behalf of the Faculties by John Howard Van Amringe, L.H.D., LL.D.  
Address on behalf of the Alumni by Robert Fulton Cutting, A.M.  
Address on behalf of the Students by Allan Beach Arnold Bradley, President of the Senior Class.  
Addresses by  
Charles William Eliot, LL.D., President of Harvard University.  
Arthur Twining Hadley, LL.D., President of Yale University.  
Francis Landey Patton, D.D., LL.D., President of Princeton University.

William Rainey Harper, D.D., LL.D., President of the University of Chicago.

William Torrey Harris, LL.D., United States Commissioner of Education.

Inaugural Address by the President.

Hymn: "My Country, 'Tis of Thee" .....America.

## I

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From every mountain side  
Let freedom ring.

## II

Columbia revered,  
By our forefathers reared  
With love and pride;  
Mother of Truth and Right,  
Forever may thy light  
Guide us, thy sons, aright,  
Where'er we bide.

## III

Our fathers' God, to Thee,  
Author of liberty,  
To Thee we sing;  
Long may our land be bright  
With freedom's holy light;  
Protect us by Thy might,  
Great God, our King.

Benediction by the Right Rev. Henry Codman Potter, D.D., LL.D.

The orchestra of the Columbia University Philharmonic Society, under the direction of Mr. Gustav Hinrichs, Conductor of Music, with the assistance of several professional musicians, rendered the following selections:

Marche russe .....Ganne.  
Overture, "Tancred" .....Rossini.

Introduction and Waltz, "Jolly Fellows" .....	<i>Volstedt.</i>
Fantasie from "Tannhäuser" .....	<i>Wagner.</i>
Ballet Music from "Coppélia" .....	<i>Delibes.</i>
Grand March from "Feramors" .....	<i>Rubinstein.</i>
Entre Act from "Rosamunde" .....	<i>Schubert.</i>
Melodie in F.....	<i>Rubinstein.</i>
Fanfare and Hymn, "America."	

#### THE CEREMONIES

The ceremonies were opened with prayers offered by the Reverend Marvin R. Vincent, D.D., concluding with the prayer of President Johnson on laying the corner stone of King's College, August 23, 1756.

"May God Almighty grant that this College, thus happily founded, may ever be enriched with His blessing; that it may be increased and flourish, and be carried on to its entire perfection, to the glory of His name, and the adornment of His true religion and good literature, and to the greatest advantage of the public weal, to all posterities forevermore."

The Chairman of the Trustees, after offering a welcome to the President of the United States and the other guests of the University, addressed President Butler as follows:

"*Dr. Butler:* On the sixth of January last you were duly and unanimously elected by the Trustees of Columbia College to be the President of this Institution.

"In the name of the Trustees and by their authority it has now become my duty as their Chairman, to present to you a copy of the charter of this Corporation, in token of the trust reposed in you and in full confidence that you will maintain and promote the objects and principles therein set forth with all your ability and with all the fidelity which has distinguished your predecessors in the office of President."

The Chairman then delivered into the hands of the President a copy of the charter which was handed to him by the Clerk.

The Chairman continued :

"I am also instructed to place in your hands the keys of the University, in token of the responsibility devolved upon you, as such president, to protect the property and the interests of the University and to maintain order and discipline within its precincts."

The Chairman then delivered to the President the keys of the University, seven in number, belonging to the seven buildings, the keys having been handed to him by the Clerk.

Dr. Butler responded as follows :

"I accept, sir, at your hands these symbols of authority and responsibility, with full appreciation of the honor conferred upon me by the Trustees and with a deep sense of the obligation which the honor involves. Relying upon the sympathy and support of the Trustees and the complete coöperation of my colleagues of the faculties, I will faithfully execute the office of President of Columbia University."

At this point the President returned the charter and keys to the Clerk, and raising his right hand continued :

"To preserve, protect and foster this ancient college, established for the education and instruction of youth in the liberal arts and sciences ; to maintain, strengthen and upbuild this noble university ; to obey its statutes ; to labor unweariedly for its advantage and for the accomplishment of its high ideals ; to promote its efficiency in every part that it may widen the boundaries and extend the applications of human knowledge and contribute increasingly to the honor and welfare of the city, state and nation—I pledge my strength and whatever abilities God has given me. By His help, I will."

At the conclusion of the taking of the oath of office, the Chairman formally presented Dr. Butler to the Faculties, the Alumni and the students, and to the audience as the duly elected President of the University, and thereupon escorted him to the presidential chair.



The President, having taken the chair, the Marshal-in-Chief presented the several speakers in order, and the following addresses were delivered :

ADDRESS OF JOHN HOWARD VAN AMRINGE,  
L.H.D., LL.D., DEAN OF COLUMBIA  
COLLEGE

ON BEHALF OF THE FACULTIES

PRESIDENT BUTLER :

I salute you in the name of all the Faculties of Columbia University.

Your accession to the presidency is of much personal concern to every one of those whom I represent, and of great moment to the University in all its parts.

The true teacher is impelled and directed by an indwelling force which he can not resist. No adverse circumstance can wholly stay his beneficent activities and none can destroy, though it may impair, their informing and elevating character. It goes without saying, however, that he can reach the highest measure of his usefulness only under favoring conditions—conditions that shall surround him with an atmosphere of befitting appreciation and put him in a position of becoming authority toward those whom he teaches. As you very well know, sir, by observation and experience, such conditions may be cultivated or discouraged by the President, and upon his attitude in that regard depends, in large measure, the prevailing spirit of the official body.

If the teacher here, of high or low degree, is looked upon as a trusted officer of the University, whose duty is, first, to be faithful and efficient in the particular department to which he is attached, and then to be ready and eager to do whatever in him lies for the welfare of the institution as a whole, if his labors are critically and

sympathetically observed and, as his specific and general worth manifests itself, he is suitably encouraged, there will indeed be nourished a spirit of enthusiasm and devotion that must continually advance the University in scholastic usefulness, dignity and power. If, on the other hand, he is regarded, or is suffered to regard himself, simply as an employee who, the task for which he was especially engaged having been performed and paid for, has fulfilled his obligations to the University, as the University has to him, the general spirit of the teaching staff, and hence of the University, must lack that touch of supreme grace which lifts a rightly constituted academic community, above all that is sordid and mean, into the happy region where truth, in life, letters and science, is sought for its own sake, and for what its promulgation and its concrete expression in the lives of teachers and taught may do for the benefit of mankind.

On this, that may be called the personal side, our knowledge of you, gained during your residence here, as student and officer, of nearly a quarter of a century, inspires us with the highest hope and expectation of your wise and skilful coöperation, your intelligent and discriminating appreciation, and your favor in so far as such favor may be merited and due.

The third year of the second century of Columbia College was signalized in the enactment, by the Trustees, of a statute which marked the conscious beginning of Columbia University. I do not mean to imply that there was then any break in, or violent departure from, the traditive educational policy of the College. The underlying purpose and confident expectation of the devoted men who brought about the founding of King's College, and watched over its infancy, are expressed in the seal and its legend which they reverently adopted, and in the first prospectus which the first President issued. The purpose and the policy announced in the beginning have been, under changing

conditions and means adapted to them, consistently pursued from that time to this and animate and control the University to-day. The statute of July, 1857, to which I have referred, was but a latter day expression of the prospectus issued by President Johnson in May, 1754. In both are set forth the same broad views of duty and opportunity and the same sense of obligation, but what in the prospectus were hopes and aspirations, in the statute became, in fair measure, elaborated schemes and distinct commands. Those commands were, of necessity, largely prospective; partly from lack of ready money to execute them with any fulness, partly for the reason that they were in advance of the thought and recognized needs of that day, and partly because they required a man peculiarly fitted by nature and training to interpret them to the public and to translate them into appropriate action. A definite goal was, however, set, and towards it the College steadily advanced, at first with slow and somewhat uncertain steps, and later with assured and rapid strides.

From the Trustees' action resulted, in the last years under President King, some amplification of the College curriculum, the establishment of a Law School, and the incipency of a plan for a school of science.

But it was reserved for Dr. Barnard, who became president in 1864, to see the full significance of the statute, to discern the chief difficulties in the way of carrying it into effect, and to become under it a great educational missionary. He was eminently well fitted for the arduous task which he assumed. He was a man of extended and profound knowledge in many fields, an exact scientist and an elegant classical scholar, a poet and a musician of no mean quality, of strong imagination and enthusiastic temper, long a student of education in all its aspects, with a deep and growing sense of the inadequacy of educational opportunities and methods, with a prophet's vision of the coming exactions of the future and of the way to meet

them, bold in the statement of his views, persistent and eloquent in their advocacy and incapable of discouragement. At no time in his whole career at Columbia, not even when the physical infirmities of age weakened his voice so that he could scarcely be heard and shook his hand so that he could scarcely write, did his mind become dulled to the enterprises which he had at heart or his spirits flag in his efforts to promote them. He remained to the end an effective apostle of the better and higher education of both men and women.

In the year immediately preceding his accession, there were in Columbia one hundred and sixty-six college students and one hundred and sixty-nine law students, and that represented the whole of Columbia's immediate and direct influence upon the community. The Law School had already acquired a wide reputation, was in fact though not in name independent of the President, and was developed under the authority of the trustees by its great warden, Dwight. The College of Physicians and Surgeons had a merely nominal connection with the institution, and could not be accounted a part of it in any proper sense, and so remained till after Barnard's time. The School of Mines was in an inchoate condition, with one professor appointed and no definite plan arranged. The College was, within its limits, an excellent college, but, in the light of the present day, its limits were narrow—its course was wholly obligatory throughout—which was not peculiar forty years ago.

The first step of the new president was to carry forward the project for a School of Mines. This school, though not due to his initiative, owed to him principally its auspicious opening and its rapid success. He fostered, through it, not only those branches of study which particularly relate to mining and metallurgy, but other scientific studies and advanced courses in science leading to the degree of Doctor of Philosophy. He early turned his at-

tention, also, to introducing elasticity into the college curriculum. He found this way long and hard, but he trod it with unflinching confidence and, ultimately, with complete success. By his procurement, in the three lower classes scholarships were instituted, in the principal departments, to stimulate assiduity in study and precision of acquirement, and, at the close of the senior year, fellowships in letters and science were awarded to further the dearest wish that he had—the promotion of university courses of study. All along his way for twenty-five years are to be found the monuments of his progress toward the Columbia of to-day. In 1880, he brought about the establishment of the School of Political Science, which was partly undergraduate, though mainly graduate, in intent. At the same time he introduced a large measure of election into the college curriculum and provided, in connection with the College proper, the School of Mines, and the new School of Political Science, courses of university instruction in languages and literatures, in philosophy, history and political economy, in mathematics and astronomy, in geology, physics and chemistry. He thus prepared the community to look for and demand from him increasing and diversified opportunities for study, and succeeded in creating, for trustees and professors alike, a much wider horizon and a new world of ideas.

It was your fortune, sir, to become a student of the college in 1878, at the height of President Barnard's career and in the fulness of his powers. You benefited, therefore, by a curriculum liberalized and extended by his efforts; you availed yourself, and with signal honor, of the varied educational advantages afforded under him to earnest students; and secured, I may say in passing, an abounding share of the scholarships conferred for distinction in study. On graduating at the head of your class in 1882, you were adjudged the fellowship in letters and became, as a university student, familiar with the extent of the advanced

courses here in literature and philosophy and the way of conducting them. You took occasion, later, to contrast such courses with those in the like subjects given in the universities of Berlin and Paris. On completing your studies for the Doctor's degree, you became an instructor in Columbia and aided in carrying forward the great designs of that time. You were a close student of Barnard's educational papers, you felt the inspiration of his eloquent presentation of high educational ideals, you were stirred by the intellectual fervor which characterized him in all that he did, you were a witness, and had experience, of his considerate and frank way of dealing with his co-workers; and you will, I doubt not, hold fast to all that was good, which was much, and avoid all that was faulty, in his conduct of affairs.

I have spoken at some length of Barnard because he was so largely instrumental in setting and tending and bringing to a fair state of growth, many of the plants which blossom and bear fruit to-day.

"Administration," in the ordinary business sense, had no attractions for President Barnard. He knew little of it and cared less. At the formative period in which he served, and for that which he had, in consequence, to do, this was in him a not unhappy deficiency. But it would have been impracticable to arrange and conduct a university such as we have on the lines which he laid down and followed. At the close of his presidency, the time had fully arrived for constructive administrative reform. The hour had come, and so, happily, had the man. President Low apprehended the character, as well as the magnitude, of the work necessary to be done. It was not the exposition of new educational theories that was needed; it was the coördination of subjects and departments; it was the settlement of the necessary inter-relation and dependence of schools and faculties; it was the delimitation of authority; it was the harmonizing of interests apparently conflicting but really



in accord; it was to gather up the segregated parts and make of them one systematic and consistent whole, in which each should be distinct in its own well-defined sphere, and yet made to contribute to the efficiency of every other and of all others. . The fit accomplishment of such a purpose required an open mind, business experience and skill, and unusual administrative capacity. These qualifications President Low had, and he made their influence felt at once. In his first year of service, he gathered into appropriate groups, and put under the control of proper faculties and a university council, the "graduate work" for the degrees of master of arts and doctor of philosophy, which had, for the most part, depended upon, and been managed by, individual professors, and so adjusted the relation of the faculties to each other and of the students to them all that he was able, in his first annual report, to say, with pardonable pride and transparent justice: "Thus at one stroke Columbia ceased to be divided into fragments, and took upon herself the aspect of a university, wherein each department was related to every other and every one strengthened all." The high note of accomplishment struck in this first message was sustained throughout. He established a Faculty of Philosophy, a Faculty of Pure Science, and a University Council; he brought the College of Physicians and Surgeons into organic relation with the University; he moved Columbia to this splendid site and procured the erection of the fine edifices that adorn it; he enriched the library and housed it in a magnificent building; he brought under the influence of the corporation, and under its authority so far as their higher functions are concerned, Teachers College and Barnard College; and, in brief, where he found a good and growing college and a number of more or less unrelated schools and educational activities, he left, after a service of but little more than a decade, a great and homogeneous university, with an educational organization of high efficiency, elastic and adapt-

able, without strain, to such changes as the ever varying and constantly increasing requirements of learning and society may demand.

You, sir, were a factor, and a potent one, in this great work so quickly and so ably done. You know the result as a whole and in every detail, in its substance and in its spirit.

The full story of the regeneration of Columbia under Dr. Barnard, and its re-formation under Dr. Low, is familiar to you; you are cognizant of the important matters that were settled under their distinguished and suggestive administrations, and of the grave questions that remain to be considered, some of which press for an answer.

From a long and intimate acquaintance with you, and from a knowledge of your complete mastery of the situation here, I, and those whom I represent, have every confidence that, under your direction, Columbia will advance and become, year by year, more effective, more prosperous, and more powerful: and it is now my office as delegate of the Faculties, as it is, personally, my high privilege and very great pleasure, to welcome you most cordially as the President and to promise you, on behalf of the entire teaching staff of the University, a most willing and thorough coöperation.

ADDRESS OF ROBERT FULTON CUTTING, A.M.,  
ON BEHALF OF THE ALUMNI.

On behalf of the Alumni Association I bid you welcome to the chair of the presidency of Columbia University and assure you the loyal support of my associates in your every effort to make this institution a factor of ever-increasing potency in the development and in the ennobling of American civilization.



In selecting a president for the University, the trustees have sought an administrator, and the Faculty a scholar; the alumni have sought a man and in the administrator and the scholar upon whom has fallen the choice of the trustees and the faculty, the alumni are satisfied they have also found the man. Into your hands, sir, we commit our hopes for the future of our *alma mater*. Our hopes are broad, far reaching and idealistic, but we are persuaded you will not disappoint them.

Years have passed since to many of us the text-book of the classroom and the rostrum of the lecture hall have ceased to be the media of increasing knowledge, but we are students still and the problems we are compelled to solve are difficult and often painful. Consciously or unconsciously, voluntarily or involuntarily we are applying to the serious business of life the lessons learned in Columbia's halls. We are studying now under the pressure of responsibility and the burden of sober duty, and experience has thrown a flood of light upon the past that enables us to measure the value of university training in qualifying the individual for the competitive struggle. We realize now, as we did not in undergraduate days, the true meaning of higher education and the gravity of your responsibility in the endeavor to make Columbia equal to her opportunity.

We look back to the still green memories of our college days and recall our aspirations—our glowing anticipations for a cloudless and honorable future. "Your young men shall see visions," said the Hebrew prophet and in the spirit of the dreamer we were ready to imagine any possibility that generous sentiment proposed. We craved the idealism of learning and the heroism of history. The moral grandeur of imagination and depth of sentiment of the classic writers were more to us than the beauty of their diction and the music of their verse, the men of Thucydides and Livy more than the vivid realism of the his-

torians. Pythagoras was great to us, not so much for his ingenious and daring speculations in psychology as because under his influence Crotona rose from mediocrity to a prominent position in the front rank of the Hellenic cities. Archimedes won our admiration as much by the patriotic employment of his talents in the defense of Syracuse as by his wonderful discoveries and inventions. Demosthenes and Cicero kindled our enthusiasm by their heroic struggle against tyranny as greatly as by their incomparable oratory.

The undergraduate is the age of an exuberant sentimentalism—a plastic age, when a wisely stimulated idealism and hero-worship may lay the foundation of a faith in human nature that cannot fail to prove of imperishable value.

The personal apprehension of the possibilities of life as they are revealed in the good and great who “lie sepulchered in monumental fame” is one of the requisites to a noble manhood. We look to you as the mainspring of this idealism of learning and purpose, which should pervade the teaching and life of the University. You are young; may you continue to retain the enthusiasm of youth and to stimulate and guide the growth of sentiment, however immature may be its method of expression.

There has been of late occasional public criticism of the utility of college education and if the university has no better function than to make the millionaire, no larger purpose than to teach the easiest and quickest method of transforming brains into gold, it is found wanting and deservedly. But its graduates are no mere specialists, for the curriculum demands of them the complement of learning, to the end that the engineer, the lawyer, the economist and the philosopher may be qualified to realize the noblest aspirations, and to render the broadest service to humanity. It is by no narrow material standard that the world has heretofore measured the stature of the scholar, nor will

the twentieth century expect less of him than the past. He has himself encouraged us to great expectation and the splendid indifference to purely material ends that has in every age so generally characterized him is sufficient title to the confidence of to-day. The university does not aim to make the millionaire, but the millionaire is busy making the university, and the verdict of the man of affairs places the laurel upon the brow of the man of learning. Never before has the genius of learning enjoyed so wide an opportunity to influence society. The general rise in the level of intelligence has given the scholar an almost universal audience. The slave, the disfranchised, the unlearned have disappeared, and the reading citizen waits upon the literati.

"It is on the soft green of the soul that the eye rests," said Burke, "when wearied with the observing of more glaring objects," and the sober judgment of mankind inevitably comes back from its occasional distraction by meteoric heroes to honor the imperishable scholar. It is he who has laid deep and wide the foundation upon which have been built the great progressive monuments that have raised the level of civilization, and he has, moreover, taken no secondary part in building the superstructure upon the foundation which he has laid. The long line of patriot sages from Pythagoras to Franklin has testified to the utility of broad learning in qualifying the noble nature to serve mankind. Patriotism has been the distinguishing characteristic of the scholar and his influence is apparent in every great national movement that has agitated the modern world, while antiquity teems with the evidences of his power. Of the schools of pagan philosophy, that one which outlived all of its contemporaries and through centuries of teaching and of action so thoroughly saturated Roman law with its lofty principles as to project its influence into these latter days, was the one whose fundamental precept, *πολιτεύεσθαι του σόφου*, was vitalized by its embodi-

ment in many illustrious disciples. The practical services to civilization rendered by the school of Zeno and its subordination of the functions of philosophy and ethics to the sense of public duty, should make it the inspiration of the modern university.

Yet the Stoic was essentially an idealist and it is that characteristic of the scholar that has played a far larger part in the progress of civilization than the business methods of the man of affairs. It is the privilege and duty of college training to so saturate the curriculum with a wise idealism that the scholar may learn to appreciate civilization's expectation of him and to brace himself for unselfish effort.

You, sir, have now become *ex officio* one of the first citizens of this great community. It is true your efficient services in the cause of public education have already earned for you that distinction, but it is now confirmed by your installation to the presidency of this University, an office which the ability and character of your predecessors has placed upon a lofty eminence.

You have become in a peculiar degree a source of inspiration and a center of influence for this city and nation. The law of Lycurgus made the practice of virtue a public duty, but under the law of liberty we have substituted the stimulus of popular approval and the constraint of popular reprobation for the Spartan statute, and the hope of Democratic institutions rests upon the development of public opinion.

You and the young men whom you are training must be potent factors in affecting the standard of that opinion and raising the level of the ethics of public life. The knowledge acquired in these halls of learning cannot and will not be confined to the accomplishment of purely personal ends. We are educating men for humanity, and the measure of their aptitude for this glorious function will largely depend upon the measure of your ambition for them.

May you be privileged during your presidency to witness an upward movement in the intellectual, industrial, the political and the ethical life of this community with the progress of which Columbia's sons will be honorably identified.

ADDRESS OF ALLAN BEACH ARNOLD  
BRADLEY

ON BEHALF OF THE STUDENTS

*Mr. President:*

You have heard the words of welcome spoken on behalf of the Faculties and of the Alumni of the University; it is now my privilege to welcome you no less heartily on behalf of the students. After the resignation of Dr. Low, the question of a successor to him was often discussed among the students from the standpoint of what they conceived to be the needs of the University. They felt that in him, executive ability alone, or scholarship alone, ought not to suffice. The president should be more than a mere scholar, more than a mere executive; he should be in every sense and in the broadest sense a man; one whose attention had not been so engrossed by scholarly research that the zest in life itself was gone; nor yet one in whom a knowledge of affairs had crowded out a love for, and full acquaintance with, the liberal arts and sciences. They felt, too, that he would be more in sympathy with them, with their shortcomings and their successes, their aspirations and their difficulties, were he himself a Columbia man; and I need hardly add that, in your selection, it was felt that all the desired conditions had been amply fulfilled. When your appointment was announced the satisfaction everywhere manifested was dimmed only by the apprehension, very widely entertained, that your new duties might force you to give up those undergraduate courses in Philosophy and Education, which have long been so deservedly popular.

To one who has done so much to systematize and elevate education in the United States, the educational work of Columbia may be safely entrusted.

We look forward to your kindly interest in our student affairs with the same feelings of confidence. The life at Columbia, just now, needs a strong, firm and sympathetic guiding hand. It is not a life that can be regulated wholly, or perhaps even chiefly, by custom and tradition. Our new physical surroundings, the rapid increase in the number of students and the consequent multiplication of student organizations, have often forced us to strike out boldly upon unknown paths and to make for ourselves our own customs and our own rules of action. If my friends of the Alumni will allow me to say so, there has never been a time when the spirit of action, in all forms of undergraduate life, has been so prevalent. In athletics several new forms of sport have been organized and others that had long lain dormant have been revived. In literary affairs our Alumni, were they to revisit us, would not see the familiar covers of the *Acta* and the *Columbiad*, of both of which we recall with pleasure the fact that you, sir, were once an editor. But they would find their places taken by other and more numerous student publications and, further, that in all of them the feeling of representative responsibility has increased, rather than diminished, the fearless, candid and respectful discussion of all pertinent questions affecting our college community. I need only mention the activity displayed by the "Young Men's Christian Association" and kindred organizations, particularly since the erection of Earl Hall, to show that at Columbia the effort to have "religion and learning go hand in hand" has not been in vain, and that in matters spiritual, as well as in matters physical and mental, our student life is broadening out and increasing in interest daily.

We still have much to accomplish. The intimate personal relations of student and instructor, which such clubs



as the Kings Crown and the Deutscher Verein have done so much to promote, may still further be developed. Our elective system allows the student to choose his instructor. What we must now contrive is to bring the two closer together. On the other hand, a better understanding among all classes of students and the building up of a strong college spirit, which exists best where men live together and know each other intimately, can be attained only by the erection of dormitories, either upon the "Green," or in the immediate neighborhood; and if I may say a word for the dear old college in particular, a proper college hall seems an imperative necessity. In athletics our problems are more difficult still. With the exception of rowing, none of the outdoor sports has proper facilities accorded it. These can be provided only by buying a field as near the college as possible, and at whatever cost. At the same time, we must be ever on the alert to keep our sports free from any taint of professionalism. The desire to win is a good one—no man is wanted on a Columbia team who is not full of it—but Columbia athletics must continue to mean *fair* play as well as *hard* play, and we must prefer to lose honorably, if need be, rather than to win at the cost of self-respect.

These are some of the ends Columbia men must strive for; and we have confidence in your aid, sir, because we know, by your past concern in student matters, that you are deeply interested in them. And so, while congratulating you most heartily upon the honor that has come to you, we feel that we ourselves are much to be felicitated. And I am sure that I represent the student portion of living Columbia when I extend to you, on their behalf, a most cordial welcome to the presidency; and pray that your duties here may be a labor of love for yourself, and that the Columbia men of the future, because of your influence, may go out from the protection of *alma mater* with finer, fairer and nobler ideals and with the will strenuously to

strive for them. I ask you in your work for *alma mater* to rely fully upon whatever assistance and coöperation it is in the power of the students to give. Once more, in the name of the students of Columbia, I bid you welcome.

#### ADDRESS BY PRESIDENT ELIOT

The choice of President, which the trustees of Columbia have made, accords with the practice of the great majority of the larger American universities during the past thirty-five years. They have chosen a layman. In this respect Columbia acts now as Harvard, Yale, Pennsylvania, Johns Hopkins, Cornell, Michigan, Wisconsin, Minnesota, Northwestern, Missouri, Tulane, Colorado, California, Leland Stanford, Junior, and Columbia itself have already acted. Moreover, the layman, in this last instance, is one whose life has been devoted to teaching, and to educational authorship and administration.

All the American institutions of higher education have of late manifested a decided tendency to give their highest administrative positions to teachers or investigators or writers on education, or to men who have united two of these functions. Many of the small colleges which were originally denominational in character, while preferring ministers as presidents, have chosen ministers who have been also professional teachers. For very successful instances of this procedure I need go no farther than Dartmouth and Amherst. The young but vigorous University of Chicago acted on this principle in choosing its first president. The tendency is greatly to be commended; for the profession of education is certainly entitled to its own high administrative offices. This policy, however, which may now be said to have been adopted by the American institutions of higher education, marks emphatically the passing of the great business of education



from the hands of the clerical profession—a significant change.

President Butler comes to his great office at a fortunate moment. The planting of the University on a new and admirable site has been in good part accomplished through the administrative genius of his predecessor. The organization of Columbia as a true university, with a series of departments or schools whose courses lead to properly coördinated degrees, has been well begun. The professional schools of Columbia will doubtless soon be firmly based on the departments which give the first degrees in arts and sciences; so that professional study in Columbia will begin where the culture courses in arts and sciences leave off.

Until lately, the true relation between professional courses and culture courses found no expression in the organization of any of the American universities, and it still finds no expression in the organization of the great majority of those universities: When all the leading universities of the country require a degree in arts or science for admission to their professional schools—of law, medicine, divinity, teaching, architecture, and applied science, an effective support will be given to the Bachelor's degree in arts and science, such as has never yet been given in the United States; and the higher walks of all the professions will be filled with men who have received not only a strenuous professional training, but a broad preliminary culture.

It is plain that the future prosperity and progress of modern communities is hereafter going to depend much more than ever before on the large groups of highly-trained men which constitute what are called the professions. The social and industrial powers, and the moral influences which strengthen and uplift modern society are no longer in the hands of legislatures, or political parties, or public men. All these political agencies are becoming

secondary and subordinate influences. They neither originate nor lead; they sometimes regulate and set bounds, and often impede. The real inventions and motive powers which impel society forward and upward spring from those bodies of well-trained, alert, and progressive men known as the professions. They give effect to the discoveries or imaginings of genius. All the large businesses and new enterprises depend for their success on the advice and coöperation of the professions. Columbia University, situated in this great city, is sure to exercise a powerful influence on the welfare of American society, because it has planned, and is planning, to provide the best possible professional training in all departments for well-selected and ambitious youths. I heartily congratulate President Butler on his privilege of directing this great work; and I wish for him thirty happy years of steady devotion to the noble task for which he is so well prepared.

#### ADDRESS BY PRESIDENT HADLEY

In common with all institutions here represented, Yale congratulates Columbia on her glorious work in the past, and on the assured continuance of this work under the president who is to-day inaugurated. Every university throughout the country—nay, even throughout the whole civilized world—feels pride in what Columbia has done for science and for education, and gains benefit from each advance which Columbia has been instrumental in achieving.

But in addition to these sentiments, which Yale shares with so many others, she has a special reason to be proud of these achievements and a peculiar interest in an occasion like this which we now celebrate. For the first President of Columbia was a son of Yale, and Yale has counted within her roll of graduates more than one of his successors—the last of them no less a leader than Freder-

ick Augustus Porter Barnard. It was a son of Yale who founded the Columbia Law School—Chancellor James Kent—and among all the men and all the achievements of either university, there is none that has done her more honor than this. As we come down to the present day, it is a pleasure to see that the nearness of the two universities to one another has made it possible for their professors to coöperate. More than one member of the faculty of either university has given to the other the benefits of his counsel and his teaching. Nay, I am told by those who critically scanned the list of honorary degrees at the bicentennial anniversary of Yale University, that the number given to men of Columbia was so great as almost to portend a consolidation between the lists of graduates of the two universities. May all this be the earnest of an ever-increasing union between two institutions in close enough proximity to one another to unite in everything which requires union, with similarity enough to furnish a stimulus to rivalry in all that is good, yet with sufficient difference of foundation and of field to make the growth of one a help to the administration of the other.

I cannot close these greetings from Yale to Columbia without a word of personal greeting to him who is just taking up the duties of leadership from one who has exercised those duties but a little longer. You and I, Mr. President, have grown up together. We have mingled in the same controversies, sometimes as opponents, but much oftener as friends. We have enjoyed together the irresponsibilities of the lecturer and journalist. Together we face the responsibilities of a new position of trust. I hope that it will mean as much to you as it does to me to have associated with us in these trusts men whom we know and understand—men whose occasional differences will be rendered harmless by their personal friendship, and whose habitual coöperation will be rendered doubly effective by the assurance which such friendship gives. Our compan-

ionship in the twenty years which are past is the best har-binger of the continuance of that companionship in the twenty years which are to come; and I am fully confident that some day, when we in our turn shall inaugurate our successors, we shall leave the bonds of union between the different universities of the land more closely knit together by mutual confidence and common purpose in the service of our country, of science, and of God's truth.

#### ADDRESS BY PRESIDENT PATTON

I bring to Columbia University the cordial salutations and best wishes of a sister university, eight years her senior. Princeton's charter dates from 1746; Columbia's from 1754. During these intervening years these two universities have grown side by side in friendly rivalry. You have lived in the stir and bustle of a great city; we in the calm quietude of rural seclusion. You have appealed with success to civic pride. We have been dependent on the occasional favors of those who sympathized with us and who have been moved to generous benefaction, by filial affection.

A colonist by birth and by descent, I may be pardoned, perhaps, if I make the most of the sound but remote hereditary tie that binds me to the land of my adoption and that seems to give me a personal in addition to the official interest which I feel in this occasion. I therefore give myself the pleasure of recalling the fact that my Huguenot ancestor Paul Richard, who was Mayor of New York in the period between 1735 and 1739, left in a codicil to his last will and testament what for that time was regarded as a very handsome legacy to the Governors of the College of New York. This example of generous interest in Columbia has, as we all know, been followed in a very handsome way by the present Mayor, and it is an

example which I commend to all succeeding mayors as well worthy of imitation.

I beg to congratulate his honor, the Mayor, on his own brilliant achievements as President of this University, in the work of organization, which has been done and the great addition to the material equipment which has been made during the decade of his administration. He has not only brought his people up out of Egypt, but he has had the singular good fortune of being allowed to enter the promised land himself. Surely beautiful for situation is the Columbia University of to-day. And I congratulate the Trustees of Columbia University on their choice of one for the presidency of this institution who has not only given abundant proof of his administrative ability, but has also placed the great army of educators in America under a lasting debt of obligation by his contributions to the study of some of the leading problems of education. I congratulate you, President Butler, on the auspicious circumstances under which you enter upon your administrative career as the head of the University. I congratulate you on the fact that owing to the untiring efforts of your predecessor the University has been set in a large place. I congratulate you on these stately buildings that cluster round the edifice in which we meet and that crown the heights of Morningside; and I congratulate you moreover that you enter upon your work while you are still on the "morning side" of life. That you may have a long career (I will not limit it to thirty years, nor will I cut it down to twenty-five as the preceding speakers seem disposed to do) is my most earnest wish, but whatever its length may be I venture to predict that it will be useful and brilliant.

We are living at a time when the interest of leading men, in the affairs of our universities is widening every day. Men of wealth are giving with more than princely liberality to their endowment. They are doing this under the influence of high patriotic motives, rightly judging that

to diffuse a taste for intellectual enjoyment among the people is to elevate the race and contribute to the sum of human happiness, and that the union of high ideals of living with a grasp of fundamental principles that underlie our social life is one of the surest guarantees of national stability. There is, however, a reciprocity of obligation arising out of this state of things. The universities must come out of their cloistered seclusion. They must understand that they are a part, and that they have a part to play in the nation's life if they are to prove themselves worthy of the benefactions which they have received and which they are expecting. The world of science, the world of letters and the world of philosophy have hitherto been regarded as the special domain of the university. But the university, if it is to do its full duty to the country, must take an interest also in the great world of affairs. The problems of government, and the principles that underlie the phenomena of commerce must come within the purview of the university professor; and the student must acquire in our great seminary centers, or he at least must be given an opportunity to acquire a philosophic insight into the fundamental concepts that control the practical affairs of life.

We shall continue, I suppose, to discuss as best we may the university curriculum; and whether in the end we shall approach a common position in regard to it; whether we shall tend toward perpetuating several fixed types of university study, one cannot well predict. But of this I am sure, that in all our discussions we must remember that the will of the student is a factor to be reckoned with. Because a course of study is ideally the best it does not follow that it can be successfully made the curriculum for a young man who has attained his majority. When a student reaches the age of twenty or twenty-one, it is too late to put before him the principle of "utility made compulsory" as a university programme. And while I thor-



oughly believe that in the earlier stage of a boy's life it is no small part of his education to be required to do what he ought to do, however irksome it may be, because it is his duty to do it, I am also of the opinion that, considering the age to which a young man has arrived when he enters the university, there is more outcome of culture in some studies which are less cultural in themselves, but which the student loves, than in some other studies which, though more essentially cultural, are nevertheless those which he hates and will not study.

I am sure too that the increased demand for time which is being made by the professional school is raising very serious questions in regard to the undergraduate curriculum, which we must heed. In some way that delightful period of comradeship, amusement, desultory reading and choice of incongruous courses of what we are pleased to call study, which is characteristic of so many undergraduates, must be shortened in order that more time may be given to the strenuous life of professional equipment. What is the best mode of solving this problem I am not prepared to say, but I think that Columbia has taken a very important step in the direction of its solution.

I do not think that we can feel entirely satisfied with the results of our elaborate scheme of university education. We have multiplied, it is true, the subjects of study and the wishes and aptitudes of the student are consulted as never before; but there is danger that the undergraduate will be brought into contact with unrelated scraps of knowledge on many subjects instead of having a cultivated mind and commanding a single department. I sometimes think that the most useful professor in a university is not necessarily the specialist nor the man of greatest acumen in a department, but rather the professor of encyclopædia, whose business it would be to discuss the relations of the various departments of instruction to each other. For, after all, of what value is a knowledge of the

scattered facts that belong to the various provinces of academic study if the student has no world-view under which he can organize his material. A bare knowledge of facts, no matter from what quarter they may come, is a matter of comparatively little worth. It is only when the student has hit upon some key to nature's cipher; it is only when he is using his facts in verification of some scientific hypothesis that he is doing truly valuable scientific work. Otherwise he is only a census-taker in the kingdom of nature; a cataloguer in the great library of Truth, writing titles and reading the backs of books. I therefore consider it a good omen that the trustees of this university have chosen a philosopher to fill the presidential chair. For be the facts what they may, which come under the notice of the student, it is the philosopher, the apostle of the idea, who is needed to make these dry bones live.

#### ADDRESS BY PRESIDENT HARPER

Institutions of every kind sooner or later adjust themselves to the forward movement of civilization. This is particularly true of educational institutions, and among these such adaptation is especially to be noted in institutions of a higher grade. The history of higher education in the United States, from the year in which Harvard was founded to the present time, is, in fact, the history of the growth and development of American civilization. Each type of institution, for example the New England College as it existed a hundred or more years ago in New England and exists to-day scattered all through the western states; or the State University, which, in its proper form, may be said to be the product of the last half century; or the school of technology, in most recent years taking its place side by side with, or as a part of the university; or the university in the stricter sense, which is the product of the



last two decades—each type of institution, I say, represents a phase of growth or a stage of growth, in the life of a nation. It is the very latest phase of institutional development that is illustrated by the growth and character of the University whose guests we are this afternoon.

The trend of life in these last years seems to be toward that centralization which finds its most tangible expression in the growth of great cities. The same tendency has shown itself in many of the activities which make up life, as well as in those things which relate to the places of living. Many have taught this as the most distinctive movement of the last quarter of a century. Everything points to an intensification of this movement rather than to its diminution. The city of a hundred thousand inhabitants fifty years ago is the city of a million to-day. What will the city of a million to-day be fifty years hence? No man can prophesy. While in connection with this massing together of human souls, much is to be deprecated, and much of the good in life is lost, it is also true that by this concentration of human effort and the intense competition thereby provoked, the world as a whole will be the gainer rather than the loser.

Just as in this way great multitudes of people are brought together in the various inter-relationships of common life, so there are coming to exist types of educational institutions, lower and higher, adapted to this new environment. The public school system of a city of two or three millions of inhabitants is an entirely different system from that which is adapted to the needs of a city of fifty or one hundred thousand people; and in our great modern cities there is to-day being wrought out a kind of school work as different from that of even fifty years ago as the methods of transportation and communication to-day are different from those of the same period.

It is just so with higher education. A university which will adapt itself to urban influence, which will undertake to serve as an expression of urban civilization, and which

is compelled to meet the demands of an urban environment, will in the end become something essentially different from a university located in a village or small city. Such an institution will in time differentiate itself from other institutions. It will gradually take on new characteristics both outward and inward, and it will ultimately form a new type of university.

The urban universities found to-day in three or four of the largest cities in this country, and the urban universities which exist in three or four of the great European centers form a class by themselves, inasmuch as they are compelled to deal with problems which are not involved in the work of universities located in smaller cities. These problems are connected with the life of the students, the care of thousands of the students, instead of hundreds; the management of millions instead of thousands of dollars, the distribution of a staff of officers made up of hundreds instead of tens. Not only do new problems present themselves, but many of the old problems assume entirely different forms. The question, for example, of coeducation is one thing if considered from the point of view of an institution located in a village and having 200 or 300 students. It is, of course, a different thing in an institution having a thousand students and located in a small city, but it is a problem of still another kind when the institution has three or four thousand students and is in the heart of a city of one or two millions of people. The standards of life are different, and the methods of life are greatly modified; and what is true of this problem is true of a score or more.

In so far as an institution intended to represent the life of those about it, their ideals, and their common thought, the task before an urban university is something as new and strange and complicated as is the life, political and individual, of these same cities; and just as the great cities of the country represent the national life in its fulness and

in its variety, so the urban universities are in the truest sense, as has frequently been noted, national universities.

It is such an institution, with all its complexities and possibilities, its problems and its ideals, within whose walls we meet to-day. The occasion of this meeting is a solemn one. It might also be called an event of sacred significance, since it concerns the formal initiation and installation into office of one to whom is thereby committed a responsibility as sacred and as solemn as any that can be assumed by human being. I bring the greetings of a sister urban university, the University of Chicago.

The problems to be worked out by Columbia are, in large measure, those with which the University of Chicago is concerned. It is perhaps not too much to expect that in many questions, the experience of one institution will be helpful to that of the other. It is possible further that the experience of these institutions may be of service to others interested in the same questions.

To the new President, Mr. Butler, and to Columbia University under his administration, we present our best wishes for the future. May Columbia University ever prove worthy of the name she bears, the history she has already achieved, and the splendid city of which she is the greatest institution.

The following despatch from the President of the University of Illinois, who was invited to speak but who was prevented by a serious accident from being present, was read by the Marshal-in-Chief:—

CHAMPAIGN, ILL., April 18, 1902.

PRESIDENT NICHOLAS MURRAY BUTLER,  
COLUMBIA UNIVERSITY,  
NEW YORK CITY.

The great West was deeply interested in the political events which claimed President Low, and the men of the

schools, particularly of the universities in the West, were delighted at your accession to the presidency of Columbia. Your learning and your self-sacrificing enthusiasm have made you personally known to more people in the West than any other eastern leader in our American education. With one accord they expect your administration to be distinguished in the history of a grand old American university and to give even larger outlook and higher significance to its future. It would have given me unspeakable satisfaction to have gone back to the New York I love so well, and to have presented the message of the Western State Universities at your inauguration. God willed it otherwise; but, let me say that this is the first act of my convalescence.

May you have strength and may Columbia go bravely forward.

A. S. DRAPER.

#### ADDRESS BY UNITED STATES COMMISSIONER HARRIS

It is my part on this auspicious occasion to remind you of the public schools of the country and to bear testimony to the general interest everywhere in the event of to-day, not only throughout the state universities and city high schools, but among the teachers and superintendents of the elementary schools.

For you sir, who come to-day to succeed a long line of distinguished presidents in this venerable seat of learning, you have for many years made yourself a welcome member of the National Association of teachers and aided its deliberations by your counsels. You have endeared yourself to its members by your frank and cordial fellowship. From the first you have associated yourself with that goodly number of leaders in higher education in our land who have realized how important it is to conduct even the

most elementary education of the people in the light of the highest and best in human learning. You have labored for the enlightenment of the masses and you have seen that this enlightenment must come, not from a people's school which gives possession of a limited number of technical acquirements, skilled manipulation, and trained facilities, but rather from a school which opens to the minds of the children a vision of the far-off shining summits of human achievement in letters, and art, and in heroic service to humanity.

Elementary education ought to create a divine discontent with all kinds of arrested development. It ought to kindle an aspiration for daily growth by means of the library, the periodical, the social gathering.

Man alone of living creatures on the face of this planet can make a ladder of the past and climb thereon by progressive ascent from generation to generation.

The university reveals many rounds of this ladder, while the elementary school reveals only one or two rounds, and may be so poorly taught as to occasion a belief in the mind of the average pupil that he has reached in six or eight years a level summit of all that is solid and enduring in human progress.

From this Philistinism it is the good fortune of our land to have defenders not only in the choice of leaders of the corps of instructors in elementary schools, high schools and state universities, but in all public spirited professors, and presidents of privately endowed institutions.

Statistics collected from all parts of the land show that the acting majority of the people share your convictions in this matter. The nation grows in wealth from decade to decade and the people show their desire to better the condition of their children by giving them an opportunity for more education. Thus the number of college students in each group of one million of our population has now reached 1,285 persons while thirty years ago it was only

590, and the people seem intent on giving the opportunity of a secondary education as well as a primary education in all parts of the United States. During the past ten years the number of public high schools supported by taxation increased from 2,526 to 6,005, and the number of students enrolled in them increased from 203,000 to 520,000 or two and one-half times the former number. Eight years' schooling belongs to the elementary school course and four years more to the high school course; thus the voting population of the United States have chosen to add four years more of instruction to the eight years given in the elementary schools. While twelve years of free public education are possible in all of our cities and large villages, the people have not been able as yet to avail themselves of it. The actual average amount of schooling obtained in public and private schools throughout the United States in the year 1900 amounted to five years of 200 days actual attendance each. But this small amount of schooling, which hardly sufficed for reading, writing, the elements of arithmetic and geography, is fifty per cent. greater than the amount of the average education received thirty years ago.

In the two parts of higher education the first or that of undergraduate study in the college is devoted to learning principles that will connect the present with the past and unite them in one organic whole. The student must learn to interpret the present in terms of the past and also the past in terms of the present so that he may acquire a habit of seeing the world as a progressive development from nature to man, and from man as animal towards man as image of the Divine. Higher education is a course in philosophy in so far as it shows to the student how all branches of human learning form a connected whole and in so far as it creates in him the habit of looking upon each branch as a contribution to the better understanding of all others.

But higher education does not end until it has taught the student how to concentrate all his powers on a special investigation, using his experience and his acquired learning to assist in the discovery of something that is new and useful.

In view of the significance of higher education to all our schools and to all our people, the representatives of public education here to-day together with those that are not present, but are thinking of this event with kindly thought, join with me in rejoicing over the prosperity of Columbia University and in congratulating its trustees, its faculty, its students, and its new president, Dr. Nicholas Murray Butler.

#### INAUGURAL ADDRESS OF PRESIDENT BUTLER

President Roosevelt, Mr. Chairman and gentlemen of the Trustees, my associates of the faculties, alumni and students of Columbia, our welcome guests, ladies and gentlemen :

For these kindly and generous greetings I am profoundly grateful. To make adequate response to them is beyond my power. The words that have been spoken humble as well as inspire. They express a confidence and a hopefulness which it will tax human capacity to the utmost to justify, while they picture a possible future for this university which fires the imagination and stirs the soul. We may truthfully say of Columbia, as Daniel Webster said of Massachusetts, that her past, at least, is secure ; and we look into the future with high hope and happy augury.

To-day it would be pleasant to dwell upon the labors and the service of the splendid body of men and women, the university's teaching scholars, in whose keeping the honor and the glory of Columbia rest. Their learning, their devotion and their skill call gratitude to the heart and words



of praise to the lips. It would be pleasant, too, to think aloud of the procession of men which has gone out from Columbia's doors for well nigh a century and a half to serve God and the state; and of those younger ones who are even now lighting the lamps of their lives at the altars of eternal truth. Equally pleasant would it be to pause to tell those who labor with us—north, south, east, and west—and our nation's schools, higher and lower alike, how much they have taught us and by what bonds of affection and fellow-service we are linked to them.

All these themes crowd the mind as we reflect upon the significance of the ideals which we are gathered to celebrate; for this is no personal function. The passing of position or power from one servant of the university to another is but an incident; the university itself is lasting, let us hope eternal. Its spirit and its life, its usefulness and its service, are the proper subject for our contemplation to-day.

The shifting panorama of the centuries reveals three separate and underlying forces which shape and direct the higher civilization. Two of these have a spiritual character, and one appears to be, in part, at least, economic; although clearer vision may one day show that they all spring from a common source. These three forces are the church, the state, and science, or better, scholarship. Many have been their interdependences and manifold their intertwinings. Now one, now another seems uppermost. Charlemagne, Hildebrand, Darwin are central figures, each for his time. At one epoch these forces are in alliance, at another in opposition. Socrates died in prison, Bruno at the stake. Marcus Aurelius sat on an emperor's throne, and Thomas Aquinas ruled the mind of a universal church. All else is tributary to these three, and we grow in civilization as mankind comes to recognize the existence and the importance of each.

It is commonplace that in the earliest family-community



church and state were one. The patriarch was both ruler and priest. There was neither division of labor nor separation of function. When development took place, church and state, while still substantially one, had distinct organs of expression. These often clashed, and the separation of the two principles was thereby hastened. As yet scholarship had hardly any representatives. When they did begin to appear, when science and philosophy took their rise, they were often prophets without honor either within or without their own country, and were either misunderstood or persecuted by church and state alike. But the time came when scholarship, truth-seeking for its own sake, had so far justified itself that both church and state united to give it permanent organization and a visible body. This organization and body was the university. For nearly ten centuries—a period longer than the history of parliamentary government or of Protestantism—the university has existed to embody the spirit of scholarship. Its arms have been extended to every science and to all letters. It has known periods of doubt, of weakness and of obscurantism; but the spirit which gave it life has persisted and has overcome every obstacle. To-day, in the opening century, the university proudly asserts itself in every civilized land, not least in our own, as the bearer of a tradition and the servant of an ideal without which life would be barren and the two remaining principles which underlie civilization robbed of half their power. To destroy the university would be to turn back the hands upon the dial of history for centuries; to cripple it is to put shackles upon every forward movement that we prize—research, industry, commerce, the liberal and practical arts and sciences. To support and enhance it is to set free new and vitalizing energy in every field of human endeavor. Scholarship has shown the world that knowledge is convertible into comfort, prosperity and success, as well as into new and higher types of social order and of spirituality. “Take

fast hold of instruction," said the Wise Man; "let her not go: keep her; for she is thy life."

Man's conception of what is most worth knowing and reflecting upon, of what may best compel his scholarly energies, has changed greatly with the years. His earliest impressions were of his own insignificance and of the stupendous powers and forces by which he was surrounded and ruled. The heavenly fires, the storm-cloud and the thunderbolt, the rush of waters and the change of seasons, all filled him with an awe which straightway saw in them manifestations of the superhuman and the divine. Man was absorbed in nature, a mythical and legendary nature to be sure, but still the nature out of which science was one day to arise. Then, at the call of Socrates, he turned his back on nature and sought to know himself, to learn the secrets of those mysterious and hidden processes by which he felt and thought and acted. The intellectual center of gravity had passed from nature to man. From that day to this the goal of scholarship has been the understanding of both nature and man, the uniting of them in one scheme or plan of knowledge, and the explaining of them as the off-spring of the omnipotent activity of a Creative Spirit, the Christian God. Slow and painful have been the steps toward the goal, which to St. Augustine seemed so near at hand, but which has receded through the intervening centuries as the problems grew more complex and as the processes of inquiry became so refined that whole worlds of new and unsuspected facts revealed themselves. Scholars divided into two camps. The one would have ultimate and complete explanations at any cost; the other, overcome by the greatness of the undertaking, held that no explanation in a large or general way was possible. The one camp bred sciolism; the other narrow and helpless specialization.

At this point the modern university problem took its rise; and for over four hundred years the university has been

striving to adjust its organization so that it may most effectively bend its energies to the solution of the problem as it is. For this purpose the university's scholars have unconsciously divided themselves into three types or classes: those who investigate and break new ground; those who explain, apply and make understandable the fruits of new investigation; and those philosophically minded teachers who relate the new to the old, and, without dogma or intolerance, point to the lessons taught by the developing human spirit from its first blind gropings toward the light on the uplands of Asia or by the shores of the Mediterranean, through the insights of the world's great poets, artists, scientists, philosophers, statesmen and priests, to its highly-organized institutional and intellectual life of to-day. The purpose of scholarly activity requires for its accomplishment men of each of these three types. They are allies, not enemies; and happy the age, the people, or the university in which all three are well represented. It is for this reason that the university which does not strive to widen the boundaries of human knowledge, to tell the story of the new in terms that those familiar with the old can understand, and to put before its students a philosophical interpretation of historic civilization, is, I think, falling short of the demands which both society and university ideals themselves may fairly make.

Again, a group of distinguished scholars in separate and narrow fields can no more constitute a university than a bundle of admirably developed nerves, without a brain and spinal cord, can produce all the activities of the human organism. It may be said, I think, of the unrelated and unexplained specialist, as Matthew Arnold said of the Puritan, that he is in great danger because he imagines himself in possession of a rule telling him the *unum necessarium*, or one thing needful, and that he then remains satisfied with a very crude conception of what this rule really is, and what it tells him, and in this dangerous state

of assurance and self-satisfaction proceeds to give full swing to a number of the instincts of his ordinary self. And these instincts, since he is but human, are toward a general view of the world from the very narrow and isolated spot on which he stands. Only the largest and bravest spirits can become great specialists in scholarship and resist this instinctive tendency to hasty and crude philosophizing. The true scholar is one who has been brought to see the full meaning of the words development and history. He must, in other words, be a free man as Aristotle understood the term. The free man is he who has a largeness of view which is unmistakable and which permits him to see the other side; a knowledge of the course of man's intellectual history and its meaning; a grasp of principles and a standard for judging them; the power and habit of reflection firmly established; a fine feeling for moral and intellectual distinctions; and the kindliness of spirit and nobility of purpose which are the support of genuine character. On this foundation highly specialized knowledge is scholarship; on a foundation of mere skill, deftness or erudition it is not. The university is concerned with the promotion of the true scholarship. It asks it in its scholars who teach; it inculcates it in its scholars who learn. It believes that the languages, the literatures, the art, the science and the institutions of those historic peoples who have successively occupied the center of the stage on which the great human drama is being acted out, are full of significance for the world of to-day; and it asks that those students who come to it to be led into special fields of inquiry, of professional study, or of practical application, shall have come to know something of all this in an earlier period of general and liberal studies.

Mr. Emerson's oration before the oldest American society of scholars, made nearly sixty-five years ago, is the magnetic pole toward which all other discussions of scholarship must inevitably point. His superb apology for

scholarship and for the scholar as Man Thinking, opened an era in our nation's intellectual life. The scholar as Mr. Emerson drew him is not oppressed by nature or averse from it, for he knows it as the opposite of his soul, answering to it part for part. He is not weighed down by books or by the views which Cicero, which Locke, which Bacon have given, for he knows that they were young men like himself when they wrote their books and gave their views. He is not a recluse or unfit for practical work, because he knows that every opportunity for action passed by is a loss of power. The scholar in short, as the university views him and aims to conserve and to produce him and his type, is a free man, thinking and acting in the light of the world's knowledge and guided by its highest ideals.

In this sense, the university is the organ of scholarship and in this sense it aims to be its embodiment. The place of scholarship has been long since won and is more widely recognized and acknowledged than ever before. The church and the state which first gave it independence are in close alliance with it and it with them. The three are uniting in the effort to produce a reverent, well-ordered and thoughtful democratic civilization in which the eternal standards of righteousness and truth will increasingly prevail.

But a university is not for scholarship alone. In these modern days the university is not apart from the activities of the world, but in them and of them. It deals with real problems and it relates itself to life as it is. The university is for both scholarship and service; and herein lies that ethical quality which makes the university a real person, bound by its very nature to the service of others. To fulfil its high calling the university must give and give freely to its students, to the world of learning and of scholarship, to the development of trade, commerce and industry, to the community in which it has its home, and to the state and nation whose foster-child it is. A university's capacity

for service is the rightful measure of its importunity. The university's service is to-day far greater, far more expensive, and in ways far more numerous than ever before. It has only lately learned to serve, and hence it has only lately learned the possibilities that lie open before it. Every legitimate demand for guidance, for leadership, for expert knowledge, for trained skill, for personal service, it is the bounden duty of the university to meet. It may not urge that it is too busy accumulating stores of learning and teaching students. Serve it must, as well as accumulate and teach, upon pain of loss of moral power and impairment of usefulness. At every call it must show that it is

"Strong for service still, and unimpaired."

The time-old troubles of town and gown are relics of an academic aloofness which was never desirable and which is no longer possible.

In order to prepare itself for efficient service the university must count in its ranks men competent to be the intellectual and spiritual leaders of the nation and competent to train others for leadership. Great personalities make great universities. And great personalities must be left free to grow and express themselves, each in his own way, if they are to reach a maximum of efficiency.

Spiritual life is subject neither to mathematical rule nor to chemical analysis. Rational freedom is the goal toward which the human spirit moves, slowly but irresistibly, as the solar system toward a point in the constellation Hercules; and rational freedom is the best method for its movement. Moreover, different subjects in the field of knowledge and its applications require different approach and different treatment. It is the business of the university to foster each and all. It gives its powerful support to the learned professions, whose traditional number has of late been added to by architecture, engineering, and teaching, all of which are closely interwoven with the



welfare of the community. It urges forward its investigators in every department, and rewards their achievements with the academic laurel. It studies the conditions under which school and college education may best be given, and it takes active part in advancing them. In particular, it guards the priceless treasure of that liberal learning which I have described as underlying all true scholarship, and gives to it full-hearted care and protection. These are all acts of service direct and powerful.

The university does still more. It lends its members for expert and helpful service to nation, state and city. University men are rapidly mobilized for diplomatic service, for the negotiation of important treaties, for the administration of dependencies, for special and confidential service to the government, or some department of it, and, the task done, they return quietly to the ranks of teaching scholars, as the soldiers in the armies of the war between the States went back to civil life without delay or friction. These same university men are found foremost in the ranks of good citizenship everywhere and as laymen in the service of the church. They carry hither and yon their practical idealism, their disciplined minds, and their full information, and no human interest is without their helpful and supporting strength. It is in ways like these that the university has shown, a thousand times, that sound theory and correct practice are two sides of a shield. A theorist is one who sees, and the practical man must be in touch with theory if he is to see what it is that he does.

What the future development of the great universities is to be perhaps no one can foresee. But this much is certain. Every city which because of its size or wealth or position aims to be a center of enlightenment and a true world-capital must be the home of a great university. Here students and teachers will throng by the mere force of intellectual gravitation and here service will abound from the mere host of opportunities. The city, not in its



corporate capacity, but as a spiritual entity, will be the main support of the university, and the university in turn will be the chief servant of the city's higher life. True citizens will vie with each other in strengthening the university for scholarship and for service. In doing so they can say, with Horace, that they have builded themselves monuments more lasting than bronze and loftier than the pyramids reared by kings, monuments which neither flood nor storm nor the long flight of years can overturn or destroy. Sir John de Balliol, doing a penance fixed by the Abbot of Durham; Walter de Merton, making over his manor house and estates to secure to others the advantages which he had not himself enjoyed; William of Wykeham, caring generously for New College and for Winchester School; John Harvard, leaving half his property and his library to the infant college by the Charles, and Elihu Yale, giving money and his books to the collegiate school in New Haven, have written their names on the roll of the immortals and have conferred untold benefits upon the human race. Who were their wealthy, powerful and high-born contemporaries? Where are they in the grateful esteem of the generations that have come after them? What service have they made possible? What now avails their wealth, their power, their high birth? Balliol, Merton, Harvard, Yale, are names known wherever the English language is spoken and beyond. They signify high purpose, zeal for learning, opposition to philistinism and ignorance. They are closely intervoven with the social, the religious, the political, the literary history of our race. Where else are there monuments such as theirs?

Scholarship and service are the true university's ideal. The university of to-day is not the "home of lost causes, and forsaken beliefs, and unpopular names, and impossible loyalties." It keeps step with the march of progress, widens its sympathies with growing knowledge, and among a democratic people seeks only to instruct, to uplift and to

serve, in order that the cause of religion and learning and of human freedom and opportunity, may be continually advanced from century to century and from age to age.

## DESCRIPTION OF THE DAY

FROM THE NEW YORK PAPERS OF APRIL 20

*(From the Tribune)*

The prestige of a great educational institution was recognized on Morningside Heights yesterday afternoon when Dr. Nicholas Murray Butler was installed as the new president of Columbia University. Decorous pageantry, graceful oratory and the presence of a great company of prominent people helped to make the importance of Columbia as a seat of learning more conspicuous. The President of the United States, a personal friend of Dr. Butler, was an honored guest at the installation. The Governor of the State of New York, the Mayor of the City of New York, other high public officials, presidents of many American universities and colleges and men of prominence among the clergy walked in the procession and listened to the addresses.

Enthusiasm over the ceremonies was increased by perfect weather. The sunshine that flooded the campus seemed to pervade the great assemblage. Thousands of New Yorkers who were uninvited, and were kept back from the grounds of the university, formed crowds and watched the parade at a distance. Throughout the ceremonial there was manifested the warmest interest in the institution.

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The first demonstration of enthusiasm was at 1 p. m., when President Roosevelt arrived at Morningside Heights, escorted by four troops of Squadron A and a squad of mounted police. When the troopers wheeled into line in front of the library and the President's carriage stopped at the foot of the great stairway, there were volleys upon volleys of cheers. Ex-Mayor Abram S. Hewitt, a trustee of Columbia, and a member of the class of '42, was in the carriage with the President. As they climbed the stairway together, Mr. Hewitt leaned on the President's arm. The glee club on the steps sang the college song, and hundreds of other students back of them gave the college cheer. The President lifted his hat several times, and kept on his way with Mr. Hewitt.

For nearly an hour after the arrival of President Roosevelt visitors at the university were entertained at luncheons in various buildings. Among those at the official luncheon given for President Roosevelt by the trustees in the library were Governor Odell, Mayor Low, Secretary Cortelyou, Postmaster General Payne, President Eliot of Harvard, President Hadley

of Yale, President Patton of Princeton, President Harper of Chicago, Dr. Harris, United States Commissioner of Education, Dean Van Amringe and R. Fulton Cutting.

Previous to the luncheons there were several official receptions in the library, and at one of them a portrait of Professor W. R. Ware was presented to the university by his former students in the Massachusetts Institute of Technology. President Eliot of Harvard made a presentation speech, and the portrait was accepted by Dr. Butler.

The procession which preceded President Butler's installation formed in the library soon after 2 p. m., but did not start until 2:25. It took nearly an hour to wind its slow way along the west walk of the campus and down the stairway to the gymnasium. A band played while the procession moved and at various points of vantage groups of students joined in giving the college yell and calling out the names of prominent persons in the ranks.

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*(From the Times)*

In the presence of the President of the United States and of an academic company such as has seldom before gathered together in this country, Dr. Nicholas Murray Butler was yesterday afternoon formally installed as the President of Columbia University to succeed Seth Low, who resigned to become Mayor of this city.

The occasion was pointed out as unique in many respects. It was remarkable from the fact that it was one of the few occasions in the history of the country upon which the President of the nation has been the guest of honor and listened for nearly three hours to speechmaking, while he himself was not called upon to utter a word. President Roosevelt manifested his thorough enjoyment of the exercises, however, by his applause, his attention, his laughter, and upon one occasion, his very decided gesture of delight.

The occasion was unique in the fact that it marked the coming together upon the platform of a university of the President of the United States, the Governor of this State, and the Mayor of this City—and all of them former students of that institution. President Roosevelt is a graduate of Harvard, but he studied law at Columbia. It was the first time, also, since the first year of Washington's administration that a President of the United States has paid an official visit to Columbia University.

The scene of the installation exercises was the gymnasium of the university, which had been entirely refitted and decorated for the event. The gymnasium is a semi-circular building, back of the diameter of which is a deep stage. The stage was arranged to hold several hundred persons, while in the auditorium there was room for some 1,200. Every chair was reserved, and the restrictions were so thoroughly enforced that there were only a few persons standing during the progress of the exercises.

The decorations everywhere were blue and white—the colors of the

university. The stage had but few adornments. The chair in which President Butler sat was placed upon a low dais, while to the right was a leather chair for President Roosevelt and to the left a chair for the President of the university trustees.

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*(From the Herald)*

President Roosevelt ascended the platform amid a continuous ovation, and Marshal Frederick B. Irvine, leading the student contingent, called forth an ear splitting salvo of cheers, which even eclipsed that which had greeted Mayor Low's entrance with the Board of Trustees. In the front row, beside Mayor Low, sat President-elect Nicholas Murray Butler. In the center of the front row stood the empty chair, reserved for him to occupy after his installation. It is the historic chair that once belonged to Benjamin Franklin, and has been in the possession of Columbia for half a century.

To the right of the vacant chair sat President Roosevelt and to the left Mr. Schermerhorn, of the Board of Trustees. Ranged on either side of them and a little in the rear were Dr. von Holleben, the German Ambassador; Governor Odell, Lord Kelvin, President Eliot, of Harvard; President Hadley, of Yale; President Patton, of Princeton; President Harper, of Chicago; W. T. Harris, United States Commissioner of Education; John B. Pine, Secretary of the Board of Trustees; the Rev. Dr. Marvin R. Vincent, Mayor Low, Dean J. Howard Van Amringe and Robert Fulton Cutting.

Prayer was offered by the Rev. Marvin R. Vincent, D.D., in which he incorporated the invocation of President Johnson on laying the cornerstone of King's College, on August 23, 1756.

Mr. Schermerhorn then arose, and President-elect Butler, stepping to the front of the stage, faced him.

President Roosevelt, smiling upon his old friend, now the central figure of the occasion, led in the applause for Dr. Butler.

John B. Pine, Secretary of the Board of Trustees, advanced, holding in his hands the bound charter and the keys of the university. Mr. Schermerhorn then said:

"Dr. Butler—On the sixth of January last you were duly and unanimously elected by the Trustees of Columbia College to be the President of this Institution.

"In the name of the Trustees and by their authority it has now become my duty as their Chairman to present to you a copy of the charter of this Corporation, in token of the trust reposed in you and in full confidence that you will maintain and promote the objects and principles therein set forth with all your ability and with all the fidelity which has distinguished your predecessors in the office of President.

"I am also instructed to place in your hands the keys of the university, in token of the responsibility devolved upon you, as such president, to protect the property and the interests of the university and to maintain order and discipline within its precincts."

Dr. Butler responded :

"I accept, sir, at your hands these symbols of authority and responsibility, with full appreciation of the honor conferred upon me by the Trustees and with a deep sense of the obligation which the honor involves. Relying upon the sympathy and support of the Trustees and the complete coöperation of my colleagues of the faculties, I will faithfully execute the office of president of Columbia University."

At this point President Butler removed his academic cap and raising his right hand impressively, took this oath of office, speaking in clear, ringing tones :

"To preserve, protect and foster this ancient college, established for the education and instruction of youth in the liberal arts and sciences ; to maintain, strengthen and upbuild this noble university ; to obey its statutes ; to labor unweariedly for its advantage and for the accomplishment of its high ideals ; to promote its efficiency in every part, that it may widen the boundaries and extend the application of human knowledge and contribute increasingly to the honor and welfare of the city, state and nation—I pledge my strength and whatever abilities God has given me. By His help, I will."

President Butler was then seated in the historic chair of Columbia's presidents, Mr. Roosevelt again leading the assemblage in applause.

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The addresses are printed in the preceding pages.

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*(From the Times)*

As an academic pageant, those who witnessed yesterday the installation of President Butler are ready to bear witness that New York has never offered anything approaching to it. The weather was all that could be hoped for and much more than could be reasonably expected on the 19th of April. Though the hall in which the exercises took place is provisional and to be superseded in due time by the University Theater for such purposes as it served yesterday, it is by no means an unimpressive or an undignified interior. It is ample in dimensions, not of course, to accommodate all who desired to see the installation, but to hold all that it can accommodate, and, it may be added, to accommodate all that it will hold. Tickets were issued for no more than the place would seat with convenience and dignity, and every guest could well see and hear all that went on.

The same good judgment which presided over the issue of tickets was brought to bear on all details of the arrangement. Everything went off perfectly and punctually because everything had been carefully thought out beforehand. And the procession not only had those elements of intellectual interest which belong to every assemblage of the eminent and wise. It was also very well worth looking at merely as a spectacle.

This is hardly the occasion on which to review the speeches of the installation, of which naturally the most important and inviting was that in which the new President made his educational profession of faith. But the spirit that breathed through all the speeches was that of congratulation and jubilation that the greatest city in the country had vindicated its claim to be regarded as the seat of one of the great universities of the country.

### THE ALUMNI DINNER

The Installation Dinner given by the Alumni to President Butler took place at Sherry's on the evening following his induction into office, and was attended by over five hundred persons, including many distinguished guests.

The arrangements were in charge of a committee appointed by the Alumni Council, consisting of Howard van Sinderen, '81, Chairman, William T. Lawson, '82, and William K. Draper, M.D., '88.

The walls of the dining-room were draped from ceiling to floor on all sides of the room with the white and blue colors of the University. A broad band of blue extended from end to end of each table, on which were quantities of white flowers. The menus were printed on rough-edged paper of the same colors. At the head of the room over the dais was the flag of blue and white bearing the seal of the University and on either side of it were American flags; and around the room, on walls and on pillars were the flags of other American universities, California, Chicago, Harvard, Johns Hopkins, Michigan, Princeton, Tulane, Virginia, Wisconsin, Yale and others.

John Howard Van Amringe, '60, presided. On his right sat the President of the United States and on his left the Mayor of the City. To the right of President Roosevelt sat President Butler, President Alderman of Tulane, Justice Willard Bartlett, Dr. Albert Shaw, President Hadley of Yale, the Rev. Edward B. Coe, United States Com-



missioner of Education Harris, the Hon. T. Guilford Smith, a Regent of the University of the State of New York, Postmaster General Henry C. Payne, Edward Mitchell, President Patton of Princeton, President Faunce of Brown, President Scott of Rutgers, President Andrews of the University of Nebraska, and President Tucker of Dartmouth. To the left of the Mayor the guests were seated in the following order: President Pritchett of the Massachusetts Institute of Technology, W. C. Schermerhorn, Chairman of the Trustees, Ambassador von Holleben, Corporation Counsel Rives, President Eliot of Harvard, ex-Governor Francis of Missouri, John Crosby Brown, President Harper of Chicago, the Rev. Dr. Van de Water, Secretary Cortel-you, the Right Rev. T. J. Conaty, Col. Miles, Superintendent of the United States Military Academy at West Point, the Rev. Dr. Vincent, President Remsen of Johns Hopkins, Provost Harrison of the University of Pennsylvania, and President Schurman of Cornell.

Among the guests seated at the other tables were Charles R. Crane and Andrew McLeish, Trustees of the University of Chicago, Eugene Levering, a Trustee of Johns Hopkins University, President Merrill of Colgate University, Chancellor McCracken of New York University, the Rev. E. Winchester Donald, D.D., Rector of Trinity Church, Boston, Arnold Hague, Sc.D. of the United States Geological Survey, President Raymond of Union College, President Taylor of Vassar, President Thwing of Western Reserve University, President Rhees of Rochester University, President Smith of Trinity College, Dean White of Cornell University, Professor Armstrong of Wesleyan University, James Russell Parsons, Jr., Secretary of the Regents, Professor W. W. Farnam of Yale University, F. J. N. Skiff, Director of the Field Columbian Museum, Charles C. Burlingham, President of the New York City Board of Education, N. C. Dougherty, Superintendent of Schools of Peoria, Illinois, William H.



Maxwell, LL.D., Superintendent of Public Schools of New York City, Charles R. Skinner, State Superintendent of Public Instruction of New York, A. S. Downing, Principal of New York City Training School, C. W. Bardeen of Syracuse, Charles J. Barnes of Chicago, L. M. Dillman of Chicago, Frank A. Fitzpatrick of Boston, Principal James M. Green of the State Normal School of Trenton, J. Arthur Greene of New York, State Superintendent L. D. Harvey of Madison, Wisconsin, Principal E. O. Lyte of the State Normal School of Millersville, Pennsylvania, George R. Peck of Chicago, Howard J. Rogers, Director of Education, International Exhibition, St. Louis, Missouri, and City Superintendent F. Louis Soldan of St. Louis, and the Rev. Thomas R. Slicer.

Every class from 1840 to 1901 was represented among the alumni present, and an impromptu glee club made up of the younger graduates led the singing.

#### ADDRESS OF THE CHAIRMAN

GENTLEMEN, HONORED GUESTS AND FELLOW ALUMNI:

A few short months ago we assembled in this hall to take an appreciative farewell of a fellow alumnus who laid down the great office of President of the University to take up the cares and responsibilities of the mayoralty of New York. Day treads upon day so swiftly that the echoes of our words of good will to him have scarcely died away, and we assemble again, to hail, with high hope and joyous expectation, the advent of his successor.

I have consulted the oracles as to the reasonableness of our faith in the coming administration of the new President—and they return no uncertain answer. They speak from the records so far made up of a life which we hope will be prolonged to a good old age—of an academic course of rare excellence, and a university course no less

conspicuous; of an active participation in educational discussions throughout the country, in which he early acquired leadership, and an authority that extends beyond the sea; of notable service already rendered to this university; of his presidency of an allied institution at its inception, which owes much to his initiative and organizing power; of the responsibilities of office in his native state in connection with public education, of which he simplified and vitalized the methods and elevated the character; of other and varied experiences and accomplishments which have given him wide and deserved repute as a scholar, an administrator, a wise and judicious counselor in educational and other matters of high import; of his whole career from the time he entered the portals of *alma mater* as a student, till this happy day when he was impressively installed in the chair of supreme authority in the University, which he fills and is sure to adorn.

Not the least of the evidence that fortifies our confidence in him is that he is "compassed about with so great a cloud of witnesses" testifying in his behalf, men whose good opinion constitutes the highest title to distinction, many of whom attended the ceremonial on Morningside Heights and some of them grace this occasion with their presence. To you, gentlemen, whom we are proud to have as our guests, I extend, in the name of Columbia, a most cordial welcome. And I know I shall have the assent and the support of you all when I welcome, in particular and chiefly, him who is first in honor as in place, strong to serve and wise to govern, the well beloved friend of the people, the trusted servant of the nation, the President of the United States. The President.

## SPEECH OF PRESIDENT ROOSEVELT

MR. CHAIRMAN, AND YOU MY HOSTS AND MY FELLOW-GUESTS :

What I am going to say to-night will be based upon the altogether admirable address made this afternoon by my old and valued friend, the new president of your great university, in the course of which he spoke of what the university can contribute to the state as being scholarship and service. There are only a limited number of men of any university who can add to what has been so well called by Professor Münsterberg "productive scholarship." Of course each university should bend its energies toward developing the few men who are thus able to add to the sum of the nation's work in scholarly achievement. To those men the all-important doctrine to preach is that one piece of first-rate work is worth a thousand pieces of second-rate work ; and that after a generation has passed each university will be remembered by what its sons have produced, not in the line of a mass of pretty good work, but in the way of the few real masterpieces. I do not intend, however, to dwell upon this side of the university's work, the work of scholarship, the work of the intellect trained to its highest point of productiveness. I want to speak of the other side, the side that produces service to the public, service to the nation. Not one in a hundred of us is fit to be in the highest sense a productive scholar, but all of us are entirely fit to do decent service if we care to take the pains. If we think we can render it without taking the pains, if we think we can render it by feeling how nice it would be to render it, why the value of that service will be but little.

Fortunately to-day those who addressed you had a right to appeal, not merely to what they had spoken, but to what they had done. When we are inclined to be pessimistic over affairs, and especially public affairs here in the

United States, it is a pleasant thing to be able to look back to the last twenty years of the life of Columbia's late president, Mayor Low. And now, for a moment, look at things in their pure historic perspective. Think what it means in the way of an objective lesson to have a man who, after serving two terms as mayor of what is now one of the great boroughs of this great city, then became for twelve years the president of one of the foremost institutions of learning in the entire land, and then again became the chief officer of the city. That was not merely creditable to Mr. Low; it was creditable to us. It spoke well for the city; it is a big mark on the credit side; heaven knows we have plenty of marks on the debit side; but we feel that this goes a long way toward making the balance even.

As for the Dean, my fellow-Dutchman, why I sat at the feet of that Gamaliel when I first went into politics. He and I took part in the affairs of the old twenty-first Assembly district in the days when I was just out of college. My very first experiences in practical politics were gained in connection with the Dean. And, gentlemen, as I gradually passed out of the sphere of the Dean, I passed into the sphere of your present president, and he has been my close friend, my valued adviser ever since.

When it comes to rendering service, that which counts chiefly with a college graduate, as with any other American citizen, is not intellect so much as what stands above mere power of body, or mere power of mind, but must in a sense include them, and that is character. It is a good thing to have a sound body and a better thing to have a sound mind; and better still to have that aggregate of virile and decent qualities which we group together under the name of character. I said both decent and virile qualities—it is not enough to have one or the other alone. If a man is strong in mind and body and misuses his strength, then he becomes simply a foe to the body politic, to be hunted down by all decent men; and if on the other hand

he has thoroughly decent impulses but lacks strength, he is a nice man but does not count. You can do but little with him.

It is in the battle of life as it was in the great civil war. It was absolutely necessary in the civil war that a soldier should have patriotism, that he should have devotion to the country; but no matter how devoted he was to country, if he had a slight tendency to run away his usefulness was impaired thereby. And so in the unending strife for civic betterment, small is the use of those people who mean well, but who mean well feebly. The man who counts is the man who is decent and who makes himself felt as a force for decency, for cleanliness, for civic righteousness. That is the man who counts. He must have several qualities; first and foremost, of course, he must be honest, he must have the root of right thinking in him. That is not enough. In the next place he must have courage; the timid good man counts but little in the rough business of trying to do well the world's work. And finally, in addition to being honest and brave he must have common sense. If he does not have it, no matter what other qualities he may have, he will find himself at the mercy of those who, without possessing his desire to do right, know only too well how to make the wrong effective.

To you, the men of Columbia here, the men of this great city, and the men who when they graduate, go to other parts of the country, to you we have the right to look in an especial degree for service to the public. To you much has been given, and woe and shame to you if we cannot rightfully expect much from you in return.

We can pardon the man who has had no chance in life if he does but little for the state, and we can count it greatly to his credit if he does much for the state. But upon you who have had so much rests a heavy burden to show that you are worthy of what you have received. A double responsibility is upon you to use aright, not merely the

talents that have been given to you, but the chances you have to make much of these talents. We have a right to expect service to the state from you in many different lines; in the line of what, for lack of a better word, we will call philanthropy; in all lines of effort for public decency.

Remember always that the man who does a thing so that it is worth doing is always a man who does his work for the work's sake. Somewhere in Ruskin there is a sentence to the effect that the man who does a piece of work for the fee, normally does it in a second-rate way, and that the only first-rate work is the work done by the man who does it for the sake of doing it well, who counts that fact as itself his reward. In no kind of work done for the public do you ever find the really best, except where you find the man who takes hold of it because he is irresistibly impelled to do it; because he wishes to do it for the sake of doing it well, not for the sake of any reward that comes afterward or in connection with it. Of course, gentlemen, that is true of almost every other walk of life, just exactly as true as it is in politics. A clergyman is not worth his salt if he finds himself bound to be such for the material reward of that profession. Every doctor who has ever succeeded has been a man incapable of thinking of his fee when he did a noteworthy surgical operation. A scientific man, a writer, a historian, an artist, can only be a good man of science, a first class writer, a first class artist, if he does his work for the sake of doing it well; and this is exactly as true in political life, exactly as true in every form of social effort, in every kind of work done for the public at large. The man who does work worth doing is the man who does it because he cannot refrain from doing it; the man who feels it borne in on him to try that particular job and see if he cannot do it well. And so it is with a general in a field. The man in the Civil War who thought of any material reward for what he did was not among the men whose names you read now on the honor roll of American history.



So the work that our colleges can do is to fit their men, fit their graduates, to do service; to fit the bulk of them, the men who cannot go in for the highest type of scholarship, to do the ordinary citizen's service for the country; and they can fit them to do this service only by training them in character. To train them in character means to train them not only to possess, as they must possess, the softer and gentler virtues, but also the virile powers of a race of vigorous men, the virtues of courage, of honesty—not merely the honesty that refrains from wrong doing, but the honesty that wars aggressively for the right—the virtues of courage, honesty, and finally, hard common sense.

*The Chairman:* "I had hoped to offer, at this time, a toast to *Columbia and the State*, and to have had it responded to by the Governor, by way of illustrating the fact that whatever the State may have done for the University, the University has more than repaid in the service of her sons. But the Governor was prevented from being here, and in his regretted absence, I propose the health of our comrade of the Class of '77, Benjamin B. Odell, Jr., Governor of the State of New York."

All present thereupon rose and drank to the health of the Governor.

*The Chairman:* "I was so long accustomed to look upon Mr. Low as President of the University that I find it difficult to orient myself sufficiently to regard him in any other capacity. We are happy to know that he exhibits in his new office the same energy, tact and decision which he displayed in the one which he recently relinquished. As former President of Columbia and present Mayor of New York, no one is so well qualified as he, by observation and experience, to respond for "Columbia University and the City; not independent but interdependent." His Honor, the Mayor.



## SPEECH OF MAYOR LOW

It is a pleasure to escape, for a brief space, from the placid atmosphere of the City Hall into the strenuous atmosphere created by the President of the United States, and by my old colleagues of the University. I remember asking Mr. Roosevelt once, when he was the Police Commissioner of this city, and his name was much in the papers as an object of criticism, whether he was going to take a vacation. "Take a vacation!" he said. "Do you think, for a moment, that I would leave the city when I am having such a good time?"

If one city department could fill our President with a sentiment like that, you can understand how little apt the Mayor is, with all of the city departments on his hands, to take a vacation. Happily, I approach the subject with much the same sentiment to-night. There is real happiness to be found in the realization that there is hard work to be done. After to-night, I shall return to mine, feeling, as a Columbia man should, a desire to do it all the better for the sake of old Columbia.

It is a great happiness to me to be here to-night, to welcome to his new office my old colleague and friend, Dr. Butler. I know his equipment for this position better than most do, because for twelve years I enjoyed his sympathetic coöperation in all that I tried to do. His educational ideas are high, and that, after all, is the fundamental thing. Beyond this, he is a modern man. He sees the problems of the day with the eyes of his own time, and yet he is able to form his opinions upon them on the basis of historic information that he has been accumulating during all his life. There are few men in the country so well informed as he upon the actual conditions and problems of education in all its departments the country over. We who love Columbia have a right to felicitate ourselves and

the University that such a man as he is at hand to take the helm at this juncture. It means that Columbia is not to be halted at this stage of her progress; but that she is to be carried forward along the path upon which she has entered, by an administration entirely at sympathy with the policies which have opened up to her her new opportunities. But your support, gentlemen of the alumni, and gentlemen of New York, is essential to President Butler's success. Without it he can do little. With it his opportunity is a fair one indeed.

The university and the city need each other. The city needs the university for many reasons. In the first place, the service of the university to the city, direct and indirect, cannot easily be overestimated. From the early days, when its activity resulted in the foundation of the first hospital in the city of New York, until the present time, the university has been a force making for the betterment of the city. Beyond that, it is essential for any city that desires its name to be immortal, that it shall render services to mankind which the race will recall with gratitude. A university forms one of the best agencies by which a city can render service of this sort, for two reasons: First, because universities, by their very nature, are long-lived; and, second, because one of their most important objects is to discover new truth, and to place it at the service of mankind. As von Helmholtz once said: "Whoever discovers a new law of nature, makes all mankind his debtors." There are, therefore, few ways in which a great city can minister to the welfare of mankind more importantly than by developing its university opportunities to the utmost.

On the other hand, the university needs the city no less evidently. In these days, and in our country, such institutions must obtain their opportunity to grow from the confidence and support of the generous people of the city. I would not willingly say a word that would check, in any

direction, the streams that flow from New York for the upbuilding of educational facilities elsewhere. Such opportunities, wherever they may be, benefit the whole country, and indirectly benefit New York. On the other hand, I am confident that, more and more, the people of the city of New York will recognize that educational facilities can be offered here, in the city itself, which cannot be duplicated elsewhere, simply because New York is New York. When this fact is fully realized, then the people of the city, without abating their generosity to other places, will see to it that the educational opportunities of the city of New York are made as preëminent as the city is preëminent in all the lines of material activity. I would say, therefore, to my friends of Columbia that however slowly the city may seem to them to realize its opportunity in this respect, I am confident that the time will come in the not very far distant future when the university can command from the people of the city whatever help it needs. The single condition upon which this help will be forthcoming is that the university shall be so administered as to make the people of the city proud of it, and to give them confidence in it. It must be administered in a broad and generous spirit, and it must continue to serve the whole country as it is serving it to-day, or the city of New York will naturally say that it is not worth while to take peculiar interest in it. It is because I believe that the new President will stand for this broad and generous administration, and for the widest possible service to city, state and country; yes, to all mankind—that I look forward to his administration with satisfaction and with confidence.

Upon the conclusion of Mayor Low's speech the Chairman read a letter from the Alumni Association of Columbia University in the District of Columbia, conveying its congratulations to the University and the new President; and the following telegrams from other alumni associations:

The graduates of Columbia who live in Connecticut send to the University and its Alumni their warmest congratulations upon the unprecedented prosperity which has attended the administration of President Low and express their absolute confidence that an equal degree both of material prosperity and of intellectual progress will attend the administration of President Butler.

GUSTAVUS ELIOT,

*President of the Connecticut Association  
of the Alumni of Columbia University.*

The Alumni Association of Columbia University for central New York congratulate Alma Mater at installation of new President and feel that his name will be as illustrious as those of his predecessors.

F. H. STEVENSON,

*Chairman.*

SAMUEL PARKAD,

*Secretary.*

Columbia Alumni Association of western New York send heartiest greetings and congratulations.

ARTHUR W. HURD,

*President.*

ST. LOUIS, Mo.

The Columbia University Alumni Association of this city desire to present their congratulations on the accession of Dr. Butler to the Presidency of the University. His purposes, attainments, administrative ability and personality presage high educational standards and prosperity.

JULIUS S. WALSH,

*President.*

The Alumni Association of Colorado extends its heartiest congratulations to our new President on this happy occasion and pledges loyal support in making his administration a notable one.

JAMES N. BENEDICT,

*Secretary.*

Measure heartiness of congratulations to Butler from California Alumni Association in direct proportion to our distance from you.

JOHN C. SPENCER,

*Secretary.*

The Chicago members of the Western Alumni Association of Columbia University send heartiest congratulations to their Alma Mater and her new President.

JOHN A. RYERSON,  
*Secretary.*

*The Chairman* then introduced the next speaker by saying: "A laborious and successful career in an arduous profession, trustworthiness as a counselor, distinction as an advocate, eminence as a judge in one of the highest courts of the State, constitute Mr. Justice Bartlett, of the Class of '69, a most fit spokesman for "The Alumni of Columbia: the University's witnesses, counselors and advocates."

#### SPEECH OF JUDGE BARTLETT.

In responding to the toast, Justice Willard Bartlett recalled the election of 1883 when he and Mayor Low were both elected to office in Brooklyn, although running on opposite tickets, as the proudest day in his life—next to which came that which brought him the invitation to speak for the Alumni of Columbia University on such an occasion as this.

He described Columbia College when he entered it as a Freshman in the academic department in the last year of the Civil War and contrasted with it the great university which had been developed from the group of professional schools which were then in their infancy and had hardly more than a formal connection with the School of Arts. This growth was attributable largely to individual endeavor. An able writer in the London *Spectator* had recently pointed out that there never was a time in the history of the world when the influence of individuals was more potent than now—giving, as illustrative examples, Rosebery, without office, in England; Waldeck-Rousseau in France; William II. in Germany; Lord Milner in

South Africa; Lord Curzon in India, and J. Pierpont Morgan and Theodore Roosevelt in the United States.

The influence of the individual was as manifest in the world of university life as it was in the life of nations. It was impossible to speak of Harvard without thinking of Eliot; of Yale without thinking of Dwight and now of Hadley; or of Columbia without thinking of Barnard and Low. The speaker was confident that in the future the name of Nicholas Murray Butler would be similarly distinguished.

Judge Bartlett next spoke of the Alumni as the University's counselors—saying that the sons of Columbia must manifest interest in their *alma mater* by being occasionally critical though never unkind. He suggested the importance of disciplinary training as distinguished from the mere acquisition of information, expressed doubt as to whether education was not postponing too long the entrance of young men into the real work of life, and concurred with the undergraduate speaker at the installation ceremonies, who had advocated the establishment of the dormitory system at Columbia. Judge Bartlett pointed out that Cecil Rhodes had founded his scholarships at Oxford rather than at Edinburgh, because at Oxford the association between the students was closer.

Finally in reference to the Alumni as the University's advocates, Judge Bartlett said it was not enough to have a good man at the wheel—there must be good officers in the persons of the faculty and a good crew in a vigorous, loyal and enthusiastic body of alumni. "We must support Columbia and the new President wherever men meet together to discuss human affairs in this great city. You never heard of a Harvard man who thought of sending his son anywhere except to Harvard. You never heard of a Yale man who thought of sending his son anywhere except to Yale. So I hope the time is coming and now is, when you will never hear of a Columbia man who thinks of sending his son anywhere except to Columbia."

*The Chairman:* "A close student of political and social questions, well and widely known for scientific generalization and philosophic deduction from ascertained facts, and no less distinguished for fine artistic sense and literary cultivation that enable him to clothe his deliverances in the true garb of literature, Mr. Albert Shaw, of New York, Editor of the *Review of Reviews*, will favor us with a response to "Letters: more than mere scholarship or learning, man's chief instrument and joy."

#### SPEECH OF ALBERT SHAW, PH.D.

MR. CHAIRMAN: However ill-qualified I may be to defend it as a thesis, I have no fault to find with the exact phrasing of the sentiment to which you have asked me to respond. I certainly believe that letters are man's chief instrument, and that, taking the years in and out, letters are probably also man's chief joy. They constitute the most accessible and usually the most consoling of life's refuges and compensations. But their potency lies in the relation they bear to man's other instruments and to his other joys. Thus they form, for the higher kinds of work, a guide and an instrument, while for the leisure that man earns by his work, they provide a source of unfailing delight. But literature needs no advocate. It speaks for itself. And some of its very best pages have been devoted to this very theme—the singing of its own praises. It is, rather, a few words about the university in its relation to literature that it occurs to me to say on this occasion.

The so-called practical relations of the university are, indeed, more obvious at this moment—when the American university is at once deepening and amplifying its influence, as is no other distinct institution to-day, in our national life. We are putting the university behind every phase of our higher and larger activities. Thus it would



seem easy and natural, in view of current facts and of personal illustrations conspicuous here to-night, to speak of the growing authority of our American colleges and universities in public affairs. We find, not merely the college graduate,—the man who has gone out into life with the traditions and memories of his *alma mater*—taking his leading place in the affairs of the country,—for that has been true enough from the early period. What we find is the new fact that the university itself—that is to say, its president, its professors, the sum total of its thinking, utterance, and influence—forms a potent factor in the affairs of State and nation. That was not true from the beginning, unless by rare exception.

It is a fact of recent, not of earlier experience in this country, that the university communities themselves are looked to for experts and administrators, financiers, or technical advisors in legislation. The practical world is looking to them for authoritative views upon industrial relations; for advice upon the regulation of railroads and trusts; for aid in the making and enforcement of civil service and election laws; for the concrete as well as theoretical study of tariff problems; for service on commissions that require knowledge of monetary science, currency and banking.

However true it may be of Oxford dons, as Cecil Rhodes has it in his will, that they are like so many children in the affairs of the commercial or political world, it is not true of the typical American university officer of to-day. It is in this new period that the country calls for university presidents and philosophers as diplomatists or as members of national commissions having to deal with delicate international problems; for historical students as colonial officials, economists as tax commissioners, university scientists on health boards, botanists to administer public gardens, professors of architecture or engineering to aid in municipal improvement, university law teachers to help draft city

charters or to aid in law enforcement, standing in the community for social justice and the rights of the humblest.

We believe in these things, and they give us hope. They are good for the country beyond estimate, while they also add zest to the university life. They are good for the country, because the university view has wide horizons, and because university opinion is standardized, so to speak, by history, philosophy, logic—in short, by letters. And these things are good for the university itself, because they help to make its life an ideal one for real men, and typical, more than almost anything else, of that better state of society at large towards which we of the optimistic and Utopian inclination look forward with confidence.

This fresh, fine, new position of the university towards politics, administration, and the national life is as inspiring as it is conspicuous. But even more conspicuous are the amazing contributions of the university to those scientific developments that are now transforming the external world. These contributions have come through the university's specific achievements, but even more through its methods. This movement of science and invention is emancipating the human race from poverty and endless hours of toil, and providing those conditions of comfort and leisure that give soil and atmosphere for the finer growths of civilization. But let us remember that in all the different phases and branches of the life and work of the university, there is the common uniting principle of the love of truth for its own sake, derived from the study and inheritance of the permanent in knowledge and literature. It is this that makes the university a power in practical affairs, in scientific progress, and in the advance of human welfare. It is a vital force because it is disinterested; is not in haste; insists upon the permanent as against the transient; believes that the best is worth while, and that the truth may be trusted. And so it prefers principles to applications; for it knows that if the inner law can be found, the outer utilities will take care of themselves.

When, however, all its new influences that are affecting politics and affairs and improving human relationships, are estimated generously and at their full worth; and when the part taken by the university in the scientific progress of the age is also valued without stint, we have yet to name the chief business of the university. Its chief business lies in the line of what many people would call its ordinary routine of studying and teaching. But that, in effect, means leadership in the task of transmitting from one generation to the next what has been received of the world's accumulated knowledge and art.

Of those things that we have received and are bound to pass on unimpaired—though better interpreted and to some extent added to—the most essential by far are the legacies that represent the best minds of all ages in their hours of clearest insight and happiest conception. Some of these treasures come to us in other forms, but most of them in written or printed records.

And the highest business of the university then, I may venture to assert, is precisely this—the transmission of the world's stock of culture and knowledge, with nothing valuable lost, and something valuable added. Let us not harass ourselves with definitions of literature. There is always the high place for true prophets, great poets, and inspired dreamers, even as there are permanent places also for the mere product of literary art, or the accidental output of genius. But these things do not encompass the sphere of literature. There is a standard literature of every department of knowledge and learning, and every man in the university recognizes his duty to aid in handing down the classics of his science or his department to the new generation. Hence the honored and central place of the great library in the organic life as well as in the architectural scheme of the university.

Here are the classics of philosophy; here are the national or racial literatures, older ones in Sanskrit, Hebrew,

Greek, Latin, Arabic, Chinese, later ones in many categories, or in periods, as of the Renaissance in Italy, or of the Elizabethan time in England. Here are classics of astronomy, mathematics, and many branches of science; classics of law, theology, and medicine; of history and economics; classics of education itself, and classics of criticism. All these are of the very web and woof of letters. They represent the larger and more permanent thought of the best and most sincere minds. The library alone, of course, has its great and important place as a storehouse; but it is the university, in vital relationship with the library, that performs the higher task of interpreting and transmitting letters from one generation to the next.

The true mark of a nation's advancement in letters is its receptivity in the proper sense, rather than its productivity; that is to say, its reading rather than its writing. The nation that will cultivate the power to appreciate and enjoy what is permanent and good in literature, music, and art, will in due time furnish its own fair share of literary and artistic producers, provided that nation keeps its wholesomeness, honesty, and vigor.

And we shall not, in this country, have attained any wide and general appreciation of literature even in the more fastidious sense of the word, without having to acknowledge the preëminent leadership of the universities. Nor is it likely that we shall ever attain to any great new period of literary production, except as the universities play a large, if not a commanding part, in our renaissance of letters. About the relationship of the university to the literary craft, the trade of current writing, there are different opinions. For my part, I am one of those who believe the university's spirit and influence to be of almost immeasurable value to that craft.

There is no need to make mystery about this trade of current writing, which, like any other business, calls for

training and industry, whatever other qualities it may be able to employ. Like other businesses, its pursuit to a very great extent is a mere matter of demand and supply—as affected by many conditions. Thus the large output of certain kinds of popular fiction in this country, and the number of people engaged in that form of literary composition, are to be accounted for in great part by the cheapness of white paper due to improvements in the manufacture of wood pulp.

Apart from the general educational value of collegiate and university work in rhetoric, in literary analysis and criticism, and in the historical and comparative study of literature, such university work is destined to elevate very much the standard of the current output of those engaged in the business of writing. Furthermore, the direct work of Columbia University in the sphere of letters, will, in the end, have had much to do with that renaissance of literature that this country is certainly going to experience in due time. With New York henceforth as the center of current writing and publishing, Columbia will have a good opportunity to help fix the country's standards of criticism and to be a focus of much of the country's literary life.

Our universities are not so conservative in their devotion to the classics that they refuse to recognize the new and fresh note in literature, if that note has any carrying quality at all. It is in the universities, indeed, that one is likely to find quicker and keener appreciation than almost anywhere else of the well-turned newspaper verse, the fable in slang, the work of the reporter who interprets life in the tenements with the sympathy of a Jacob Riis, or of the satirist of current politics. Thus our erudite professor of philosophy, who is to-day installed as president of Columbia, had promptly added the philosophy of Mr. Dooley to the minimum list of required readings in his department. It is even said that on each May-day anniversary of a decisive event in our recent history, he calls to mind certain patriotic rimes of one "Ironquill" of Kansas.

Shakespeare, as we are so often told, was not consciously engaged in creating immortal masterpieces, but was only working from hand to mouth to keep a good paying show business running on lines of current demand. But if he were writing plays in New York for the theatrical syndicate at the present time, Columbia University would not only appreciate him without waiting for the judgment of posterity, but would add him to its staff without hesitation.

Thus I hold that while the University will not fail to have seriously at heart its task of interpreting and transmitting the recorded wisdom of the past, it will also do its great part towards improving the quality of the public taste and of the current literary output; and it may hope to promote the occasional writing of a masterpiece or a new classic.

Finally then, it will remain not less true than ever, in the language of the toast, that "letters, more than mere scholarship or learning, are man's chief instrument and man's chief joy."

*The Chairman* offered the following toast: "Science: that close and tested knowledge which the mind has won from Nature and itself."

"In connection with this sentiment, you will have the pleasure of listening to one who has, as you know, contributed to the advancement of knowledge in a recondite branch of scientific inquiry, achieved the difficult and high honor of being a fit successor to Bache and Pierce and Mendenhall as Chief of the United States Coast and Geodetic Survey, and is now at the head of a great and prosperous institution of scientific learning—Dr. Henry Smith Pritchett, President of the Massachusetts Institute of Technology."



## SPEECH OF PRESIDENT PRITCHETT

It were fitting, in this presence and on such an occasion, that some master of science should speak in her name. There sat amongst us, to-day, such an one. Lord Kelvin, in any gathering of scientific men, whether in Europe or in the English-speaking world outside it, is the one to whom men would with one sentiment turn as the fittest living representative of science and the spokesman for her. In his absence I can hope only to say a word, speaking rather for that large body of scientific men who, standing behind the leaders and the outposts of the army of research, nevertheless share somewhat of their spirit, understand somewhat of their work, and by their sympathy and help not only sustain those in the front rank, but likewise help to pass on their knowledge to a yet wider circle of readers and students.

Ours is called the scientific age. Science has come to be a name to conjure with. It is used to describe that which does things which lead to success.

I remember the story of a school boy some years ago—no doubt a New York school boy—who was asked the question "Who won the battle of New Orleans?" Promptly came the answer, "Corbett!" "And why did he win it?" "Because he had more science."

Is there any underlying principle which stands back of the achievements of science which is common to the master in science, to the discoverer, to the inventor, and to the student? Are the services of science to be reckoned as the result simply of untiring energy, of keen observation, of earnest endeavor?

There is something distinctive in the scientific spirit and in the scientific method. It is not the power of observation, it is not the devotion of untiring energy, it is not even the passion for truth. It includes all these, but it includes something more. Science and the scientific method stand



not only for the pursuit of truth but for that attitude of mind which accepts truth when it finds it, and follows whither it leads, however rough or uncomfortable the path may be. The spirit of science is the spirit of intellectual sincerity.

In this sense the scientific method has become common to all our intellectual effort, for as Huxley so well said, science and literature are not two separate things but two parts of the same thing. This spirit of intellectual sincerity enters into our conceptions of literature and demands truth and simplicity. It states in new terms the meanings of the words State, Church, University. When it speaks of the State it means good government; when it refers to the Church it has in mind the divine life in the individual human soul; when it pictures the University it conceives of a center of moral power and of intellectual activity.

This scientific spirit is no new discovery of the nineteenth century, this scientific method is no new invention of the last generation. The men who have helped humanity to larger views have ever gone forward under the inspiration of this spirit of truth, and have ever wrought by this method of sincerity. The glory of our time is that the spirit and the method are no longer the heritage of the few but of the many; no man may be barred from the way to truth; the road to scholarship lies open to all human souls.

On such an occasion as that which we have celebrated to-day, an occasion rich in all those influences which look toward the glory and the permanence of our institutions, one cannot but ask the question, will this spirit of truth find a home in the American university? Will our universities prove nurseries of science? May we count that they may minister to that scholarship which will inspire men with the passion for research? When the roll of honor of science is writ for the twentieth century will American names stand thick upon it, will they be marked

in everlasting characters? And will these immortals come from our universities?

The answer to these questions must be given in large measure by those who are to lead our universities these next twenty-five years. This great institution and the president whom to-day we have inducted into office are two great factors in this problem. Columbia has been fortunate in its leaders. It is fortunate in him whom to-day it accepts as leader. To him and to those like him—men who stand, not for science alone, or for literature, or for art, but who stand for a scholarship common to them all—by those men must the character of the American university be developed. Science has no word of complaint that the American college is not a German *Gymnasium*, or that the graduate school is not the German university; but it does demand with all the sincerity that truth can give that the graduate school be the home of scholarship, that it have about it “the love of learning,” and “the sweet serenity of books,” and that from its doors shall come scholars who shall shed glory on their country and their age.

If this is to come about, if this composite institution which we call a university is to minister in the highest sense to science, then the graduate school must stand for a larger conception of patriotism than that which stands back of the college. The ideal which has created the college is that of political independence. The ideal which must stand back of a real university is the ideal of spiritual freedom. Patriotism has in our country taken the form of military or political service. The idea of serving one's country by devotion to science or to literature, or adding to her power and her glory by service in chemistry or biology or medicine is a motive practically unknown to the American student. But in France and in Germany the patriotism of the scholar is everywhere manifest. Pasteur's career was one inspired by a passion

for patriotism—a spirit he received from his masters and handed down to his students. “Science,” says he, “is of no country, but the scientist must have deep in his mind all that may work toward the glory of his country. In every great scientist may be found a great patriot. The thought of adding to the greatness of his country sustains him in his long efforts, and throws him into the difficult and glorious scientific enterprises which bring about real and durable conquests.” The American is not behind the Frenchman or the German in devotion to that which appeals to him, but scholarship has as yet filled no part in his conception of patriotism. If our universities are to be the home of the scholar then scholarship must open the door to the highest citizenship. Your President, in his noble address this afternoon, led us in eloquent words to a conception of the university as an immortal institution which stands for scholarship and for service. He will join me, I am sure, in adding one other word. Not only does the university stand for scholarship and for service, but scholarship *is* service. He who serves his country as a scholar serves her as really, as nobly, and as helpfully as he who enters the political arena or who risks his life on the field of battle. And if our universities are to be the home of science they must stand for the ideal that scholarship is the highest effort of citizenship. They must have about them an atmosphere which not only nurtures the spirit of science, whose fiber is sincerity, but this spirit must be a part of a larger patriotism which gives itself at once to the service of truth and of country.

*The Chairman:* To reply to the toast, “Education: essential to a rational use of freedom, the first duty of a democracy,” I am happy to announce to you a gentleman who presides with distinction over an important university in the South, who has come from far to testify his good will to Columbia and the new President, and who is, withal,

"a most rare speaker," "his training such that he may furnish and instruct great teachers and never seek for aid out of himself." Dr. Alderman, President of Tulane University of Louisiana.

#### SPEECH OF PRESIDENT ALDERMAN

I have come almost the length of the continent, from its southernmost city and university, to bring my message of pride and faith to this foremost university, of the foremost city, of the foremost state, and, I might say, without boasting the foremost nation of the world; and I am going to do that even if I leave partially illuminated my rather formidable theme.

It has contributed to my belief in the dignity and teachableness of men to be here to-day to see with my eyes the imperial setting of this university, and to hear with my ears, in many phrases, but marching all one way in meaning, the faith that Democracy has its ideals and will not violate them, and that the great city is the bearer of the largest thought, and the wielder of the gentlest provision for the advancement of the people. You men of Columbia know your own sincere past from Samuel Johnson to Seth Low, and love it. You know, too, how such knowledge and love can win men from the paths of wasteful, vulgar strength, to the paths of efficiency and good will, and good deeds. All citizens of the republic of letters share with you this pride. But my message is to the present and the future. There is happily no particular moment of enduring achievement in institutional or individual life. Founders conceive, inaugurate, define—successors strengthen, administer, adjust, perpetuate. The great leaders who have wrought such wholesome change in the conception of the American university, the amazing quarter of a century through which we have just passed, are still with us in the

serene unfailing youth of men who think clearly, will resolutely, and work joyfully toward good ends. But the dawn is always searching for its heralds, and I salute your president and my friend, crowned with difficulty and opportunity, as one of these heralds, as the wielder of one of the greatest forces in American life.

I was, by chance, in a little city in northern Louisiana, when it was announced that Columbia had chosen her president. An earnest little woman came to me there, and said she was glad, because he had helped her in the kindergarten movement; a perplexed preacher said he was glad, because he had helped him in rational Sunday-school instructions; a school superintendent said he was glad, because he had helped him in his particular tasks. I knew very well that I had been strengthened by his counsel, and the whole unusual incident seemed to me to work the final definition of a college president as a man with much to give, with a passion for giving it, with a genius of sympathy and insight into the educational process as one whole thing from primary school to university.

Now a word as to my theme: It is true that this is a venerable republic, as compared to certain aspiring and immature young empires, as president Eliot has recently pointed out in a way that must have delighted the author of the essay, 'On a certain Condescension in Foreigners,' somewhere in the spirit land. It is true, too, that our hobbledehoy, sprawling period, when everything new counted for growth, from a water-tank to a shoe-factory has passed; and that as a breathless young conqueror, we threaten the industrial center of gravity of the world. It is true, furthermore, that such a flood of individual and social beneficence has illustrated our democracy that we have almost glorified our materialism, and have become the revealers of a new method, and the inspirers of a gentle civilization to mankind; but it is also true that this is a young land of measureless strength, somewhat sunk in

amateurism and worship of the accidental, and in sore need of the sobering gospel of verification, and what Mr. Huxley called the 'fanaticism of veracity.' The problem of democracy is not to preach the splendid outworn formulæ of Wordsworth and Shelley, about liberty, and equality, and fraternity, but, leaving none in the dark, to train the capable few for efficient, sympathetic service, to reconcile bigness to greatness, and vulgar strength to cultured purpose. I see, as the nicest product of all our disciplines, the free, scholarly-minded, sympathetic citizen. The free man is the man who inherits the world by knowledge of it through labor. This freedom may not be obtained and bequeathed by one's grandfather. It is a conquest, not a legacy! All men are born slaves, according to Hegel, that they may conquer freedom, and that conquest contains and reveals both the agony and significance of history.

"I am so glad salvation is free," ran the simple song. One might as well say, I am so glad analytical geometry is free or civic fitness is free. They are all free to him who counts as nothing sweat and battle. The scholarly-minded man is the man who sets out to find the truth, and whom nothing else will satisfy—not the half truth, not the partisan truth, not the sectional truth, not the sectarian truth, not the one-sided economic truth, but the very truth—and when he sees it, he falls down on his knees and worships it with a thrill in his heart for his discovery and iron in his blood for its defense. Such a man knows about things before he settles them; reasons on data and not from emotions; sees with his eyes and not with his passions. He cannot be cajoled, nor scared, nor starved, because his brain has power, his hands have cunning and his heart has faith. The multiplication of him is the supremest need of this republic.

In my own dear section of my country I dare to predict that when this scholarly-mindedness can be super-

added to the serenity, the fire and spirit, the fortitude, the unpurchasable integrity, the self-reliance, the political genius latent there, southern leaders will not bloody each other's noses in the United States Senate; but touched by freer, wider forces into subtler, wider form, will lead the new enterprises of the greater republic as their forefathers did the movements of the old, and thus will contribute, in largest measure, to the genuine growth of their country. And now, finally, the educated, democratic citizen shall be one whose patriotism is not simply geographical, or patriarchal, or partisan, or even martial, but whose patriotism is a compound of scholarship, of social sympathy, of right reason, trying to emancipate thousands—north, south, east and west—from petty local views, from the philosophy of carelessness and '*laissez faire*,' from petty individualism, and to teach them largeness of view and the fine sense for beauty and order and reason. And so with my southern palm I hail this northern pine, ancient and yet young, tall and yet about to grow taller, as a symbol of the beneficent force upon which democracy must rely to show forth its dignity and to teach the beauty and majesty of republican leadership.

The final toast of the evening, "Columbia University: Honored and beloved, truth-seeking and truth-inspiring," was responded to by President Butler, who spoke extemporaneously and whose remarks were not reported.



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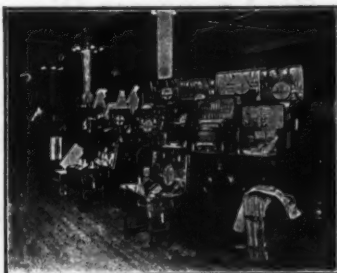
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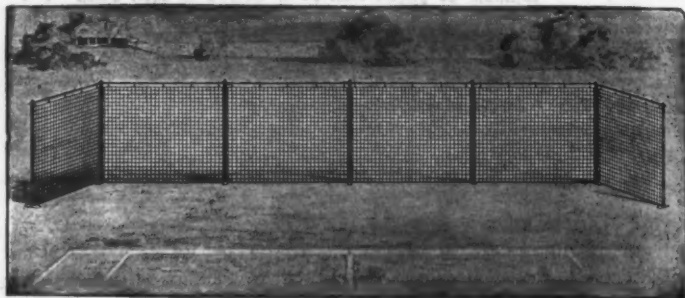
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